

REVISED COURSE PROPOSAL FORMAT

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5970
2. **Title (may not exceed 30 characters, including spaces):** Educational Internship
3. **Long title, if any (may not exceed 100 characters, including spaces):** Educational Internship
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (Arr.-Arr.-9)
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2013
7. **Course description:** Internship in a school setting approved by the department. To be taken credit/no credit for a maximum of three semester hours applicable to the degree.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No N/A
 - b. **Prerequisite(s)**
 - **Identify the 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.

Acceptance by the educational internship site; completion of all CDS graduate coursework with the exception of other internships (CDS 5980) or thesis (CDS 5890); and a grade of B or better in CDS 5910, 5920 and at least four hours of CDS 5900.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: N/A
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Graduate degree-seeking status in Communication Disorders and Science

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Undergraduates and non CDS majors

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 ☒ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply: N/A

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☒ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

1. The student demonstrates knowledge and skills necessary for assessment, prevention and intervention of articulation/phonological disorders
2. The student demonstrates knowledge and skills necessary for assessment, prevention and intervention of oral and written developmental language disorders
3. The student composes professionally written documents.
4. The student engages in professional oral communication and interaction.
5. The student evidences independent learning strategies, critical thinking, and problem solving skills.
6. The student collects and interprets case history information
7. The student designs, selects, administers, and interprets formal and informal evaluation tools
8. When conducting an evaluation, the student demonstrates flexibility and makes appropriate modifications to meet client needs
9. The student compiles evaluation information to generate appropriate diagnosis, recommendations and referrals
10. The student completes administrative tasks relevant to evaluation and intervention
11. The student collaborates with client/relevant others/other professionals to design and implement intervention plans

12. The student writes measurable intervention goals
13. The student selects and utilizes case appropriate materials during intervention
14. The student utilizes instructional techniques (modeling, cueing, feedback, strategies) during intervention
15. The student measure client progress and generates appropriate therapy modifications
16. The student counsels clients, family members and relevant others regarding communication disorders
17. The student interacts in a professional and ethical manner
18. The student is sensitive to cultural back grounds when interacting with client and relevant others
 - 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.
 - 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 (1,2, 6,7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18)
 - Effective critical thinking and problem solving (5, 7, 8, 9, 11)
 - Effective oral and written communication (3,4, 16)
 - Advanced scholarship through research or creative activity

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

The educational site supervisor will evaluate each student on the course objectives using a 7-point rating scale ranging from “No knowledge/skill; requires constant instructor modeling/intervention” to “Mastered knowledge/skill; performed independently; seeks instructor consultation as appropriate”. Final ratings must be at or above level 5 which equals “Skill well developed although some refining may be necessary; requires some supervisory monitoring and guidance. Meets expectations 75-100% of the time. Demonstrating emerging independence” to receive credit. An objective midterm evaluation will be completed by the site supervisor. The supervisor will provide an objective and narrative evaluation of student’s performance upon completion of the educational internship. Copies of the final evaluation will be provided to the student, internship coordinator and student teaching office.

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

Final ratings must be at or above level 5 which equals “Skill well developed although some refining may be necessary. Requires some supervisory monitoring and guidance. Meets expectations 75-100% of the time. Demonstrating emerging independence” to receive credit.

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 *.)**

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.

This placement requires students to be on-site in an educational setting for five days per week for 14 weeks. Students evaluate communication skills (speech, language, literacy), develop treatment goals collaboratively, and implement treatment for children with speech and language disorders in a preschool, elementary, middle or high school setting.

PART IV: PURPOSE AND NEED

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

This is a revised update of the current CDS 5970. The purpose of this course is to provide students in speech pathology with a full-time clinical experience in an educational employment setting. The types of settings and experiences associated with this course are not similar to other existing internship courses in other departments.

- 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.** N/A
- b. **If the course or some sections of the course may be technology delivered, explain why.** N/A

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The educational internship experience will be offered to graduate students who have completed all of their on-campus practicum experiences and all graduate academic coursework with the possible exception of thesis. Students at this level of training will have the academic knowledge and clinical skills necessary for the successful completion of the educational internship experience.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

- 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.**

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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.**

This is a required course in the CDS major with an educator license concentration at the graduate level.

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:

The course will be assigned to the educational internship coordinator who is currently Lynn Calvert. Other qualified faculty may also be assigned as the educational internship coordinator.

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.)

No special costs are associated with this course.

3. Text and supplementary materials to be used (Include publication dates):

No texts are issued for this course.

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: 10-31-12

Date approved by the college curriculum committee: 12-7-12

Date approved by CGS: