Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

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

Please check one: **X** New course   ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: TEC 5001

2. **Title (*may not exceed 30 characters, including spaces*):** Seminar in Tech

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Seminar in Technology

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 1-0-1

5. **Term(s) to be offered:** ___ Fall   ___ Spring   ___ Summer   **X** On demand

6. **Initial term of offering:** _ Fall   _**X**_ Spring   ___ Summer   **Year:** 2014

7. **Course description:** This course will direct graduate students in the School of Technology to acquire the necessary skills to complete the graduate program successfully. Students will participate with School of Technology faculty to plan their graduate career and prepare graduate studies portfolios.

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   **X** No

   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.

        Admission of the School of Technology graduate program

      - 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   **X** No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**
      ___ No one   _**X** Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:** **X** 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: NONE

    g. Degree, college, major(s), level, or class to be excluded from the course, if any: NONE

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 _X_ 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:

        ___ 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 X hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

    After completing this course the learner will be able to:

        1. Identify School of Technology faculty's expertise and research interests
        2. Complete a graduate plan of study
        3. Construct a graduate studies portfolio
        4. Differentiate thesis and non-thesis options

5. Investigate School of Technology areas of study and graduate certificates
6. Utilize APA citation format effectively
7. Effectively navigate online course management systems
8. Understand ethics and academic integrity as it relates to graduate studies and research
9. Utilize university resources that advance the graduate school experience

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**
   - **Effective critical thinking and problem solving**
   - **Effective oral and written communication**
   - **Advanced scholarship through research or creative activity**

Objective	Depth of Content knowledge	Critical thinking and problem solving	Oral and written communication	Advance scholarship through research and creative activity
1	X		X	
2	X		X	
3	X	X	X	X
4	X		X	
5	X		X	
6	X		X	X
7	X		X	
8		X	X	
9			X	X

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

Students will be expected to produce documents necessary for graduate school documents along with explanations of the rationale of their decision, complete APA format assignments, produce a portfolio, prepare an investigative paper, complete online learning modules, and participate in online discussions.

Objectives	Plan of Study	Paper	Committee	Portfolio	Academic Honesty	APA	Discussions
1.	X		X				X
2.	X		X	X			X
3.	X			X			X
4.	X		X	X			X
5.	X	X		X			X
6.		X			X	X	
7.	X	X	X	X	X	X	X
8.					X		
9.	X	X	X	X	X	X	X

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

	Percent of Final grade
Plan of Study	15%
Investigation Paper	15%
Graduate Committee	15%
Portfolio	15%
Academic Honesty Assignments	15%
APA Assignments	15%
Discussions	10%

3. **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.):**

   In hybrid format, the course employs structured web discussions focused on the assignments, and linked to articles submitted to the instructor. Discussions invite students to explore in more detail the required knowledge and procedures to create a more effective graduate experience.

4. **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.**

   Not applicable

5. **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 *.)**

   Not applicable

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.

Weeks	Topic	Face-to Face (Equivalent 50–minute units)	Online (Equivalent 50–minute units)
1-2	SoT intro, course work, Academic honesty	2	2
3-4	Plans of study, graduate certificates, thesis and non-thesis work	2	2
5-6	Academic honesty, APA citation formatting	2	2
7-8	Developing a graduate portfolio	2	2

PART IV: PURPOSE AND NEED

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

    Graduate faculty in the School of Technology has observed that graduate students, in particular those who work full time or are taking courses in off-campus sites, frequently are uninformed of how to make the most of their graduate school experience. Additionally, a non-thesis option student may go through most of graduate school without seeking direction from his or her graduate advisor. The graduate faculty discussed some proactive solutions to encourage students to work more closely with graduate faculty. An orientation course where some details of preparing new graduate students could be delivered in their first semester in a consistent and in-depth manner.

    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.**

    Not Applicable

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

    The content and structure for this course relies upon independent research. It is also an objective of this course to provide students with some experience in discussions, assessments, and assignment submission with EIU's online course management software.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
    The applicability of this course relates only to School of Technology graduate students.

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.

This course is not known to duplicate any other course.

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.**

None

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.**

Not applicable

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.**

Not applicable

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:** School of Technology graduate faculty.

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:** None

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.)

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

APA Publication Manual, most current edition

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: February 25, 2013

Date approved by the college curriculum committee: April 8, 2013

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).

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