Eastern Illinois University

New/Revised Course Proposal Format

(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item- 16-43
Effective Spring 2018

Banner/Catalog Information (Coversheet)

1. **__X__ New Course or _____Revision of Existing Course**
2. **Course prefix and number:** MSTD 5900
3. **Short title:** Capstone in Talent Development
4. **Long title:** Capstone in Talent Development
5. **Hours per week:** _3__ Class _0__ Lab _3__ Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer _X__ On demand
7. **Initial term**: ___ Fall _X__ Spring ___ Summer Year: 2018
8. **Catalog course description:** This course is to provide the culminating, integrative curricular experience for students enrolled in the Master of Science in Talent Development. As such, the course draws on students' prior training within the core courses in the degree. Capstone projects will apply concepts from the Master of Science in Talent Development to real-world experiences within the field to complete an applied graduate research project.
9. **Course attributes:**

General education component: N/A

___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _X__ Lecture ___ Lab ___ Lecture/lab combined __ _ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face _X__ Online ___ Study Abroad

    __X_ Hybrid, specify approximate amount of on-line and face-to-face instruction: 80% online / 20% Face-to-face

11. Course(s) to be deleted from the catalog once this course is approved. None
12. **Equivalent course(s):** N/A

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___ No

13. **Prerequisite(s):** Completion of Master of Science in Talent Development Core courses (TEC 5203, 5213, 5283, 5443, 5292, 5253, and MSTD 5230 & 5255)

a. **Can prerequisite be taken concurrently?** _X_ Yes ___ No

b. **Minimum grade required for the prerequisite course(s)?** _**B**__

c. **Use Banner coding to enforce prerequisite course(s)?** __X_ Yes ___ No

d. **Who may waive prerequisite(s)?**

___ No one ___ Chair _X__ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** None

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** This course is restricted to M.S. in Talent Development students meeting the prerequisites.

b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** __All others_____

16. **Repeat status:** _X__ May not be repeated ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** _3__

18. **Grading methods:** _X__ Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions:**

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
Supplemental Materials or Software_____

Course Fee __X_ No ___Yes, Explain if yes_____

21. **Community college transfer:**

___ A community college course may be judged equivalent.

__X_ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. _X__ Course is required for the major(s) of Masters of Science in Talent Development

   ___Course is required for the minor(s) of _____

   ___Course is required for the certificate program(s) of _____

   ___ Course is used as an elective

2. **Rationale for proposal:** This course will be the capstone course for majors within the Masters of Science in Talent Development. The focus of the course will be preparing an applied graduate research project within the field of Talent Development to demonstrate overall competence.
3. **Justifications for (answer N/A if not applicable)**

   Similarity to other courses: N/A

   Prerequisites: The intent of this course is for students to apply the concepts learned in the program of study in order to complete a graduate level applied research project. In order for students to effectively apply the concepts from the course of study to the capstone experience, they must have completed the core courses within the Masters of Science in Talent Development.
   Co-requisites: N/A

   Enrollment restrictions: Since this course is designed as a capstone experience for those enrolled in the Masters of Science in Talent Development, students from other majors would not benefit from the course.
   Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**

   General education component: Not a General Education Course

   Curriculum: N/A

   Instruction: N/A

   Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   Online or hybrid delivery justification: This course will be offered as part of the new Masters of Science in Talent Development. This program will be offered completely online or in a hybrid format within the Chicagoland area.
   Instruction: Instructional materials and assessments in the online course will be used to support students' learning. The instructor will have completed training (e.g. OCDI) for online course delivery and will sequence the presentation of content and pace the material so as to avoid content overload, and also personalize instruction to be relevant to the needs of individual participants.
   The curriculum will be designed especially for the short-term, collaborative nature of online learning. Course content will ultimately be organized in modules with clear deadlines for assigned work. Instructors will give simple, clearly defined assignments, and will not assign over-complicated tasks. Ample time will be provided for the completion of assigned work. Lectures will be reduced and balanced with open-ended remarks that elicit discussion and varying viewpoints. The curriculum will include a focus on application of knowledge to the real world, and it will foster critical thinking skills with opportunities for an interchange of

ideas among students and instructor. A qualified online instructor will utilize the facilities that accommodate interactive, high quality instructional delivery. Students will watch videos, perform case study analyses, and receive lectures delivered from actual classroom settings where available.

Integrity: Students will use a log-in/password system to access and complete assessment materials. Assessment materials will be difficult enough so that people who have not performed the requisite work in the course will be highly challenged to successfully complete the assignments. Many short assessments/exams will be embedded in class exercises so that it will be difficult for a student to have "help" available for all of them. The instructor will ask mastery-type questions so that a student must know the material himself/herself in order to answer the question (e.g., case studies vs. memorization questions). The instructor may ask students to relate the subject matter to their own personal/professional/life experiences so their answers are personalized and difficult to replicate. If the time frame allows, the instructor may require students to submit an outline and rough draft of essays before papers are due, so that the instructor can see the work in progress. Depending on technology capabilities, the instructor may limit the times when the online tests are available to ensure that tests are taken with in a finite temporal window. The instructor may alternatively require one or more proctored, non-online examinations for course credit (i.e. on campus, at a testing center, library, etc.).

Interaction: The curriculum will be designed to promote synergistic online dialog among the participants, using online discussion boards and similar software tools for collaborative activity. The instructor will create an atmosphere of collaborative teamwork and prioritize practices that help the students work with and learn from each other. The instructor will ask open-ended discussion questions that span different intellectual levels. The instructor will also strive to find a balance between autocratically leading the class and creating a democratic environment where students help each other meet the learning objectives.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: MSTD 5900 – Capstone in Talent Development
2. Catalog description: This course is to provide the culminating, integrative curricular experience for students enrolled in the Masters of Science in Talent Development. As such, the course draws on students' prior training within the core courses in the degree. Capstone projects will apply concepts from the Masters of Science in Talent Development to real-world experiences within the field to complete an applied graduate research project.
3. Learning objectives.

   Upon completion of this course students will be able to:

   1. Plan and design an applied project within the field of Talent Development (G1/content knowledge, G2/critical thinking).
   2. Collect and analyze data within the field of Talent Development (G1/content knowledge, G2/critical thinking, G4/advanced research)
   3. Evaluate information from a variety of sources (G1/content knowledge, G2/critical thinking, G4/advanced research)
   4. Demonstrate logical connections among concepts as they relate to the topic (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
   5. Synthesize knowledge related to the topic in completing the capstone project (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced

research)

7. Course materials.

Required readings would vary depending on the capstone project. Students will primarily use academic texts and scholarly literature, but may use other sources of readings for their analysis. (For example, a student may read Quinn's *Designing mLearning* if their capstone focuses on developing talent via e-learning or mLearning)

8. Weekly outline of content.

Week	Topic	Hybrid	Internet
1	Course Overview and Individual Meetings	1st Sat/F2F	1
2	Library Research, Organizational Case Studies	1st Sat/F2F	2
3	Case Study Examples, Intro to Data Collection	Online	3
4	Project Layout and Design	Online	4
5	Talent Development Project Management	Online	5
6	Projects in strategic employee development	Online	6
7	Projects in consulting	Online	7
8	Projects in e-learning	Online	8
9	Projects in performance improvement	Online	9
10	Projects in change management	Online	10
11	Projects in instructional design	Online	11
12	Delivering project solutions and interventions	Online	12
13	Project Presentations (students), Final Project	2nd Sat/F2F	13
14	Project Presentations (students), Final Project	2nd Sat/F2F	14
15	Project Presentations (students), Final Project	2nd Sat/F2F	15
16	Final Exam/Final Project	Online	16

9. Assignments and evaluation, including weights for final course grade.

Assignment	Weight
In-Class Discussions/Assignments - Students will be expected to substantively participate and engage in class discussion. Additionally assignments will be completed specifically related to research and project design.	20%
Applied Research Project - The student will develop his/her project, applying appropriate literature, methods, and approaches.	60%
Presentation - The students will defend his/her project before a faculty committee. This could require a visit to campus or be delivered online. Presentations will be scheduled at a time appropriate for both the student and committee	20%

10. Grading scale. Standard A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59

11. Correlation of learning objectives to assignments and evaluation.

Objective	Class Discussions/Assignments	Applied Research Project	Presentation
1	X	X	
2	X	X	
3	X	X	X
4	X	X	X
5	X	X	X

Date approved by the department or school: 01/14/02016
Date approved by the college curriculum committee: 2/26/2016
Date approved by the Honors Council *(if this is an honors course):* **Date approved by CAA:** **CGS:** 5-3-16