

Eastern Illinois University
New/Revised Course Proposal Format
 (Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. ☒ X New Course or ☐ Revision of Existing Course
2. Course prefix and number: STG 5001
3. Short title: MAT Residency I
4. Long title: Master of Arts in Teaching – Residency I
5. Hours per week: Arr. Class Arr. Lab 6 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2023
8. Catalog course description: First semester of the two-semester residency requirement for the Master of Arts in Teaching program; students complete a full-time, full-semester teaching residency in a school setting.

9. Course attributes:General education component: n/a☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active☐ Department Capstone as Senior Seminar**10. Instructional delivery****Type of Course:**☐ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research☐ Internship ☐ Performance ☒ Practicum/clinical ☐ Other, specify: _____**Mode(s) of Delivery:**☐ Face to Face ☒ Online Synchronous ☒ Online Asynchronous ☐ Study Abroad☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____**11. Course(s) to be deleted from the catalog once this course is approved:**n/a**12. Equivalent course(s):** n/a**a. Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No**13. Prerequisite(s):** Admission to Master of Arts in Teaching program; SED 5330; EDP 5330; EDF 5510; SPE 5501; 3.00 GPA in program; school district background check.**a. Can prerequisite be taken concurrently?** ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Student admitted to the Master of Arts in Teaching program

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

16. Repeat status: ☒ 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: n/a

18. Grading methods: ☐ Standard ☐ CR/NC ☐ Audit ☒ ABC/NC

19. Special grading provisions:

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

☐ Grade for course will not 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 ☐ No ☒ Yes, Explain if yes: Student teaching fee (\$250)

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of: Master of Arts in Teaching

☐ 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 is the first of a two-course residency requirement for the Master of Arts in Teaching (MAT) program. The program requires 12 semester hours of full-time teaching residency to fulfill university teacher education and state teacher licensure expectations.

- 3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: Students must complete foundational courses to gain foundational knowledge and skills in general teaching methods, educational psychology, special education, and understanding of diverse student populations.

Co-requisites: N/A

Enrollment restrictions: This course (along with STG 5002) are designed exclusively for graduate students pursuing teacher licensure and a master's degree in the Master of Arts in Teaching program. Undergraduate and non-degree seeking post-baccalaureate candidates take the undergraduate student teaching courses (STG 4000 and STG 4001).

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

- 4. General education assurances (answer N/A if not applicable)**

General education component: N/A

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: The Master of Arts in Teaching program is a 100% online program in order to enhance recruitment by providing accessibility to candidates who have already completed a bachelor's degree, may be place-bound, and who will complete their residency requirement in a local community often distant from the EIU campus.

Instruction: Instructional materials and assignments will be aligned to demonstrate practical application of knowledge and skills learned in the foundational classes prerequisite to this course (i.e., SED 5330; EDP 5330; EDF 5510; SPE 5501) in the residency setting during the semester. Additionally, students will complete reflective writing assignments and participate in monthly seminars to further refine knowledge, skills, and application in the residency setting.

Students will also complete a minimum of two formal lesson observations, including pre-conference, observation, reflection, and post-conference.

Integrity: Because of the highly individual nature of the required assignments (i.e., application of knowledge and skills in a full-time residency setting, as opposed to purely academic or research papers), the opportunity for plagiarism is virtually nonexistent.

However, standard technologies like Turnitin.com will be used.

Interaction: Faculty for this course will make a minimum of four in-person visits to each student's residency site for observation and conferencing. Additionally, monthly seminars will be conducted synchronously online, and faculty will make use of video technology for individual conferences and supplemental observations if needed.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: STG 5001 - Master of Arts in Teaching Residency I
2. Catalog description: First semester of the two-semester residency requirement for the Master of Arts in Teaching program; students complete a full-time, full-semester teaching residency in a school setting.
3. Learning objectives:
 - a. Students will analyze student characteristics (typical, atypical, and diverse) and employ the analysis results in their planning, instruction, and assessment activities. (Graduate Learning Goals 1, 2, 3, 5)
 - b. Students will apply research-based principles of instructional planning and assessment in the development of lesson and unit plans. (Graduate Learning Goals 1, 2, 3, 4, 5)
 - c. Students will implement research-based, appropriate teaching and classroom management strategies in daily lessons. (Graduate Learning Goals 2, 3, 4, 5)
 - d. Students will critically and regularly reflect upon their experience; these reflections will be individual, with their residency supervisor, and with their peers in seminar settings. (Graduate Learning Goals 1, 2, 3, 5)
4. Course materials: No textbook will be assigned for this class. Materials will be chiefly those used directly or indirectly in the completion of planning, teaching, and assessment activities in the residency setting, and will be supplied by the host school. Some topical readings may be provided by the course faculty member, the student's cooperating teacher, and seminar guest speakers.
5. Weekly outline of content:
 - a. Weeks 1-4 – Focus on induction into the classroom setting; initial meeting between EIU faculty, candidate, and cooperating teacher; development of productive, professional relationship with cooperating teacher; developing understanding of required curriculum; analysis of typical student characteristics; first seminar.
 - b. Weeks 5-8 – Assume responsibility for one class (including planning, instruction, and assessment); first formal observation cycle; analysis of either diverse or atypical student characteristics; second seminar.
 - c. Weeks 9-12 – Assume responsibility for a second class (including planning, instruction, and assessment); second formal observation cycle; analysis of either diverse or atypical student characteristics; third seminar.

- d. Weeks 13-16 – Assume responsibility for a third class (including planning, instruction, and assessment); detailed creation and implementation of a week-long unit, including analysis of student characteristics, detailed lesson planning, documentation of instruction, and analysis of assessment results; final conference between EIU faculty, candidate, and cooperating teacher; completion of EPP assessments; fourth seminar.
6. Assignments and evaluation, including weights for final course grade.
 - a. Typical student analysis (application of EDP 5330 concepts) – 10%
 - b. Atypical student analysis (based on SPE 5501 concepts) – 10%
 - c. Diverse student analysis (based EDF 5510 concepts) – 10%
 - d. Week-long unit (based on SED 5330 concepts) – 10%
 - e. First formal observation cycle – 15%
 - f. Second formal observation cycle – 15%
 - g. Seminar attendance and participation – 15%
 - h. Final integrative paper – 15%
 - i. Note: Students will complete appropriate EPP disposition and field experience assessments (ungraded)
7. Grading scale.
 - a. A = 90-100%
 - b. B = 80-89%
 - c. C = 70-79%
 - d. NC < 70%
8. Correlation of learning objectives to assignments and evaluation.

	Analysis of student characteristics	Application of instructional planning and assessment principles	Implementation of appropriate teaching and management strategies	Engagement in critical reflection activities
Typical student analysis (10%)	X			
Atypical student analysis (10%)	X			
Diverse student analysis (10%)	X			
Week-long unit (10%)		X	X	
First formal observation cycle (15%)		X	X	X
Second formal observation cycle (15%)		X	X	X
Seminar attendance and participation (15%)				X
Final				X

integrative paper (15%)				
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Date approved by the department or school: February 26, 2022

Date approved by the college curriculum committee: 3/7/2022

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

Date approved by CGS:

Date approved by COTE: