

**Eastern Illinois University**  
**New Course Proposal**  
**EDF 4550, Critical Focus on Education**

Please check one:       New course       Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** EDF 4550
2. **Title (may not exceed 30 characters, including spaces):** Critical Focus on Education
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**     Fall     Spring     Summer     On demand
6. **Initial term of offering:**     Fall     Spring     Summer    **Year:** 2013
7. **Course description:** Integrative reading, writing, and reflection on critical issues in education, using theory as a guide to effective practice. WI
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.     Yes     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.  
  
Junior standing, University Approval to Take Teacher Education Courses
    - 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:
  - 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: Junior standing or above.

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]

This course is writing intensive (over 35% of the final course grade is linked to formal writing assignments and there are opportunities for revision).

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:**

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:**

**Goals:**

The course is designed to enable the participants to develop and integrate skills of effective reading, writing, speaking with reflection, critical thinking, and professional dispositions. Students will become responsible professionals/citizens by developing an understanding of critical issues in education, their theoretical forces, and impact on classroom practice.

- A. Students will comprehend that reflection on practice and policies is an integral part of professional growth and improvement of instruction.
- B. Students will demonstrate making defensible professional decisions about what should be learned and the learning process.
- C. Students will analyze educational literature and practice with critical thinking methods and become better consumers of the literature on teaching and learning in the schooling system.
- D. Students will engage in reflection on the current debates in education.
- E. Students will demonstrate knowledge of past and present development, issues, research, and the social influences in the field of education.
- F. Students will differentiate between traditional and alternative school and classroom policies.
- G. Students will use peer collaboration to interpret and generate ideas about teaching, learning, and the purposes of schooling.
- H. Students will analyze and defend their own views on learning, instruction, and behavior.
- I. Students will prepare a personal agenda for growth and leadership within the profession.

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

Reflection and Analysis 20% - formal writing assignments to include an analysis and impact of each issue on students, teachers, and learning.

Curriculum Application 20% - creation and analysis of curriculum in light of the material covered class

Advocacy Statement, Professional Growth, and Leadership Plan: 20%

Presentation: 20% - in-depth research and analysis of a contemporary educational issue

Final Exam: 20%

Objective	Reflection and Analysis 20%	Curriculum Application 20%	Advocacy Statement, Professional Growth, and Leadership Plan 20%	Presentation 20%	Final Exam 20%
A	X	X		X	
B			X	X	X
C		X			X
D	X		X		X
E	X				
F	X	X			
G			X		
H				X	X
I			X		

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

Standard letter grades (Percentages: A: 100-90, B:89-80, C:79-70, D: 69-60, F: 59 and below)

Reflections and analysis	20%
Curriculum application	20%
Advocacy statement and professional growth and leadership plan:	20%
Presentation:	20%
<u>Final Exam:</u>	<u>20%</u>
	100%

**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:**

The EIU-approved online learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. Students will be required to regularly post their reflections, views, analysis and critique of the course materials and classmates’ work online. Online discussion/participation, e-lecture notes and e-study summaries, self-tests and on-line learning communities will be used to facilitate students’ understanding of the course materials and encourage reflections and critical thinking. The course uses online discussion/participation, students’ writings samples and exams to assess students’ achievement of the specified learning objectives.

**b. Describe how the integrity of student work will be assured:**

Emphasizing the importance of ethical codes and behavior in academic activities in the syllabus and communications with students; teaching students how to cite others’ work; closely monitoring students’ work such as writing styles and content; and privately communicating with students for concerns; using technology functions such as timed and randomized tests, and the post-before-view feature. The integrity of student writing will be assured through the use of EIU-approved anti-plagiarism software. This software will help assure original authorship of writing samples submitted by students.

**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.):**

Regular interaction between student and instructor will be maintained through the use of EIU e-mail and the online learning management system’s mail tool. A percentage of the course grade is used to promote student-student and teacher-student interactions. Students’ class participation—consistent interactions with classmates and the instructor both qualitatively and quantitatively will be a major evaluation factor. Email, online-chat and web-based discussions are also used to promote the aforementioned interactions.

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.

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 \*.)

This course is writing intensive. At least 35% of the course grade will be constituted by the student’s writing skills. Students will have the opportunity to revise written assignments after receiving instructor feedback.

**PART III: OUTLINE OF THE COURSE**

Topic: Critical Focus on Education: Integrative reading, writing, and reflection on critical issues in education using theory as a guide to effective practice.

Goal: The course is designed to enable the participants to develop and integrate skills of effective reading, writing, speaking with reflection, critical thinking, and professional dispositions. Students will become responsible professionals/citizens by developing an understanding of critical issues in education, their theoretical forces and impact on classroom practice.

Description:

This course introduces students to current trends in education, their intellectual history and practical implications. A major focus will be placed on current trends relative to instruction (e.g., differentiation), curriculum (e.g, literacy), assessment, critical thinking, and technology. Students will synthesize the information to create a reflective personal agenda as future leaders and advocates within the profession.

The course is divided into six phases (Introduction to current issues, instruction, curriculum, assessment, critical thinking, technology) during each of which students read about, write about, and discuss the underlying intellectual history and theory, as well as the practical implications for their future classrooms. Examples of topics to be covered in the course include but are not limited to: RTI, differentiated instruction, eBooks, online learning environments, standardized testing, English language learners, decision making in public education, and standards based education.

Week 1	Overview of current issues in education
Week 2	Instructional trends: Theoretical background
Week 3	Instructional trends: Intellectual history
Week 4	Instructional trends: Practical implications and reflection on practice
Week 5	Curriculum trends: Theoretical background
Week 6	Curriculum trends: Intellectual history
Week 7	Curriculum trends: Practical implications and reflection on practice

Week 8	Assessment trends: Theoretical background
Week 9	Assessment trends: Intellectual history
Week 10	Assessment trends: Practical implications and reflection on practice
Week 11	Critical thinking: Theoretical background
Week 12	Critical thinking: Intellectual history
Week 13	Critical thinking: Practical implications and reflection on practice
Week 14	Technology trends: Theoretical background and intellectual history
Week 15	Technology trends: Practical implications and reflection

**PART IV: PURPOSE AND NEED**

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

EDF 4550 has been designed to meet updated Illinois Professional Teaching Standards and to replace EDF 4450.

- 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 course is an upper-division course because it involves advanced knowledge of the field and the ability to reflect on practice.

**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.**

EDF 4450 Philosophy and History of Education

**4. Impact on Program(s):**

**The course will be required for all secondary education and special education majors. It is part of the professional secondary education sequence.**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** The course will be required for all secondary education, special education, and K-12 education professional sequences.
- 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:**

Dr. Rose Gong, or any qualified faculty member who has completed approved training for online course delivery.

**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:**

Reading packet will be made available electronically. No additional costs.

**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):**

Knight, G. (2008). *Issues and Alternatives in Educational Philosophy*, 4<sup>th</sup> ed. Berrien Springs, MI: Andrews University Press

## **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:** March 11, 2013

**Date approved by the college curriculum committee:**

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

**Date approved by CAA:**

\*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).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablty/>

**581-6583**