Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. _X_New Course or _____Revision of Existing Course

2. **Course prefix and number:** _ELE/MLE 4275_____

3. **Short title:** __Internship in Education Studies_____

4. **Long title:** _Internship in Education Studies_____

5. **Hours per week:** arr. Class   arr. Lab   12 Credit

6. **Terms:** _X_ Fall   _X_ Spring   _X_ Summer   ___ On demand

7. **Initial term**: _X_ Fall   ___ Spring   ___ Summer   Year: 2019_

8. **Catalog course description:** Capstone experience in Educational Studies. Focuses on curriculum design, delivery, and assessment in a specified community education setting. 450 hours of fieldwork required.

9. **Course attributes:**

   General education component: _____

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

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

    ___ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

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

    Mode(s) of Delivery:

    X Face to Face   X Online   ___ Study Abroad

    X Hybrid, specify approximate amount of on-line and face-to-face instruction 1% f2f; 99% online

11. Course(s) to be deleted from the catalog once this course is approved. None

12. **Equivalent course(s):** _None_____

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

13. **Prerequisite(s): ELE 4100 or MLE 4100 or SED 3330**_____

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

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

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

    d. Who may waive prerequisite(s)?

        ___ No one   X Chair   ___ 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: _____

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

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: ___

18. Grading methods: __Standard   X 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 ___No X Yes, Explain if yes_Supervision of internship_____

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 BSEd Elementary Ed, Early Childhood Ed and Middle Level Education Education Studies option

   ___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**: The current Education program options result in licensure while not all graduates or prospective majors may not want to teach. Providing a non-teaching avenue to graduation would facilitate the career goals of majors who do not aspire to provide educational services in school settings. These program options will provide candidates the opportunity to participate in non-teaching settings providing programs and services to individuals in after-school programming, community organizations and other similar opportunities.

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

   Similarity to other courses: No internship courses are on the books for the EC/ELE/MLE programs

   Prerequisites: Since the internship is the capstone experience, the ELE/MLE final practicum course needs to be completed prior to the internship in order to have the knowledge and skills to perform successfully in the experience.

   Co-requisites: N/A

   Enrollment restrictions: N/A

   Writing active, intensive, centered: 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: Students will be located in various parts of the state to complete the internship, therefore the course needs to be available in multiple delivery modes, including fully online for those students who are far from campus. The nature of an internship lends itself well to the hybrid/online model so that the students are interacting with their peers while at their individual internship sites.

Instruction: Much reflection is done for this course by the students along with the content of the course. Instruction is accomplished through discussion boards, videos, readings and other means, similar to a face to face class, simply in the digital environment.

Integrity: Using a variety of tools available through D2L, integrity is not an issue in keeping track of the students and integrity of the course is evidenced through course review by chair or peers.

Interaction: Student to student and student to professor interaction is a common occurrence through a well-organized D2L online class. This is accomplished in many ways, including discussion boards, chats, video streaming, and other means.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title ELE/MLE 4275 Internship in Educational Studies (arr-arr-12)

2. Catalog description Capstone experience in Educational Studies education. Focuses on curriculum design, delivery, and assessment in a specified community education setting. 450 hours of fieldwork required.

3. Learning objectives.

A. Assess the educational needs for a specified educational program.	CT-1, CT-2, CT-3, CT-4; WCR-2, WCR-6, QR-1, QR-2, QR-3, QR-5, RC-1, RC-2;
B. Create learning goals and objectives based on completed needs assessment.	CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, WR-1, WR-2, WR-3, WR-4, WR-5, WR-6, WR-7, RC-1, RC-3
C. Design assessments to determine achievement of learning goals and objectives.	CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, WCR-1, WCR-2, WCR-3, WCR-4, WCR-5, WCR-6, WCR-7, RC-3
D. Develop and implement learning activities to support achievement of goals and objectives.	CT-1, CT-2, CT-5, WCR-1, WCR-2, WCR-3, WCR-4, WCR-5, WCR-6, WCR-7, SL-3, SL-4, SL-5, RC-1, RC-2, RC-3
E. Create materials and use technology to support learning activities.	CT-2, CT-5, WCR-1, WCR-2, WCR-3, WCR-4, WCR-5, WCR-6, WCR-7;
F. Evaluate success of education effort using appropriate strategies.	CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, WCR-1, WCR-2, WCR-3, WCR-4, WCR-5, WCR-6, WCR-7, QR-1, QR-2, QR-3, QR-4, QR-5;
G. Actively reflect upon internship experience to promote professional growth.	CT-1, CT-2, CT-5, WR-1, WR-3, WR-4, RC-1, RC-2

4. Course materials will be identified by the candidate and supervisor dependent upon internship setting.

5. Weekly outline of content.
   Weeks 1-2: Education program needs assessment.
   Weeks 3-4: Developing learning goals and objectives.
   Weeks 5-6: Developing assessments.
   Weeks 7-8: Design learning activities, create materials, select technology.
   Week 9-13: Implement educational program.
   Week 14: Collect data to evaluate program success.
   Week 15: Analyze data to evaluate program success.
   Week 16: Final Exam

6. Assignments and evaluation, including weights for final course grade.
   A. Internship portfolio (60%).
   B. Community education supervisor feedback (P/F).
   C. University supervisor evaluation (P/F).
   D. Internship seminar participation (40%).

7. Grading Scale: CR/NC

8. Correlation of learning objectives to assignments and evaluation.

Objective	Portfolio	Field Supervisor Feedback	University Supervisor Evaluation	Seminar Participation
A. Assess educational needs	X	X	X	
B. Create learning goals and objectives	X	X	X	
C. Design assessments	X	X	X	
D. Develop and implement learning activities	X	X	X	
E. Create materials and use technology	X	X	X	
F. Evaluate success of education effort	X	X	X	
G. Actively reflect upon internship experience	X	X	X	X

Date approved by the department or school: January 17, 2019
Date approved by the college curriculum committee:
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: **CGS:**