

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. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 4981
3. **Short title:** Internship _____
4. **Long title:** Internship _____
5. **Hours per week:** Class 37.5 Lab 8 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2020
8. **Catalog course description:** A field experience to include full-time assignment to an established agency providing services to individuals with disabilities. Prerequisites: SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800 with a “C” or better with a cumulative grade point average of 2.5 or better. Co-requisites: SPE 4980 and SPE 4741 (3), Independent Study
9. **Course attributes:**
 General education component: N/A _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
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 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. None _____
12. **Equivalent course(s):** None _____
 a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** Candidates will have completed SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800 with a “C” or better with a cumulative grade point average of 2.5 or better.
 a. **Can prerequisite be taken concurrently?** Yes No

b. **Minimum grade required for the prerequisite course(s)?** A minimum grade point average of 2.5 or better is required to commence this internship__

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):** _SPE 4980 and SPE 4741 (3)_____

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** Restricted to Special Education Majors _____

b. **Degrees, colleges, majors, levels, classes which may not take the course:** Any non-Special Education Major _____

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:** _____

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 _____ N/A _____

Course Fee No Yes, Explain if yes: \$200.00 for 9 hours supervision

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 Special Education, Non-Licensure _____

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 field of special education encompasses hospitals, agencies, and schools that provide services to individuals with disabilities and their families. The current special education program options result in licensure to teach in special education while not all graduates or prospective majors truly want to teach. Some prospective majors and enrolled major's career goals include employment not by schools but rather by agencies, such as: Special Olympics, residential facilities, group homes and non-educational services and programs for families and young children and adults with disabilities. 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. This internship course will provide candidates the opportunity to participate in a meaningful on-going way in non-teaching settings providing programs and services to individuals with disabilities.

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

Similarity to other courses: N/A

Prerequisites: Candidates require the content specific knowledge and skills provided in the specified prerequisite courses (SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800) to be successful in this capstone course.

Co-requisites: This sequence of courses (including SPE 4890, SPE 4981, and SPE 4741) constitute the capstone experiences for candidates and therefore must be taken co-requisitely.

Enrollment restrictions: Enrollment is restricted to Special Education majors with a 2.5 or higher grade point average as all other candidates would not have the prerequisite knowledge and skills required to be successful in this course.

Writing active, intensive, centered: N/A

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

General education component: N/A

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: N/A

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: SPE 4981 Internship (Arr-Arr-8)
- 2, Catalog description: A field experience to include full-time assignment to an established agency providing services to individuals with disabilities. Prerequisites: SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800 with a “C” or better with a cumulative grade point average of 2.5 or better. Co-requisites: SPE 4980 and SPE 4741 (3), Independent Study
3. Learning objectives.

Undergraduate Learning Goals

Critical Thinking

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Thinking

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Learning

1. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
2. Developing and organizing ideas and supporting them with appropriate details and evidence.
3. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
4. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
5. Employing effective physical delivery skills, including eye contact, gestures, and movement.

Quantitative Reasoning

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Constructing cogent arguments utilizing quantitative material.
5. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Graduate Learning Goals

1. Depth of Content and Knowledge
2. Critical Thinking and Problem Solving
3. Effective Oral and Written Communication Skills
4. Evidence of Advanced Scholarship through research and Creative Activity

College of Education Dispositions

1. Interactions with Students (Consumers)
 2. Professional and Ethical Practices
 3. Effective Communication
 4. Sensitivity to Diversity and Equity
2. Course materials.
 - a. Candidate and the “Internship Supervisor” will identify resources and reading appropriate to the given internship setting.
 3. Weekly outline of content. Each “internship” and the “content” will be unique to the given non-teaching setting. Candidates will complete 8 weeks full-time in their assigned site. The site to which a candidate is assigned will be specific to their desired area of community and agency future employment.

4. Assignments and evaluation, including weights for final course grade.
 - Program Evaluation including Needs Assessment (20%)
 - Data Based Plan with Implementation Timeline (Based on Data from Needs Assessment) (20%)
 - Marketing/Informational Brochure (10%)
 - Weekly Journal with Guided questions (20%)
 - Weekly Collaboration and Activity Log (20%)
 - Culminating Presentation (10%)
 - Performance Evaluation by University and Site Supervisors (P/F)

5. Grading scale.
 - Credit/No Credit

6. Correlation of learning objectives to assignments and evaluation.

Objective	Program Evaluation	Data Based Plan	Brochure	Journal	Collaboration Log	Culminating Presentation	Performance Evaluation
Asking essential questions and engaging diverse perspectives.	X	X		X	X		X
Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.	X	X	X	X		X	
Understanding, interpreting, and critiquing relevant data, information, and knowledge.	X	X	X	X		X	
Synthesizing and integrating data, information, and knowledge to infer and create new insights	X	X	X	X			
Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.	X	X			X		

Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.		X		X		X	
Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.		X	X			X	
Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.	X	X		X		X	
Producing documents that are well-organized, focused, and cohesive.	X	X	X	X		X	X
Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.	X	X	X	X		X	X
Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.	X	X				X	
Evaluating evidence, issues, ideas, and problems from multiple perspectives.	X	X		X	X		X

Collecting and employing source materials ethically and understanding their strengths and limitations.	X	X		X		X	X
Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.						X	
Developing and organizing ideas and supporting them with appropriate details and evidence.	X	X		X		X	
Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.						X	X
Employing effective physical delivery skills, including eye contact, gestures, and movement.						X	X
Performing basic calculations and measurements.	X	X					
Applying quantitative methods and using the resulting evidence to solve problems.	X	X					

Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.	X	X					
Constructing cogent arguments utilizing quantitative material.	X	X					
Using appropriate technology to collect, analyze, and produce quantitative materials.	X	X					
Engaging with diverse ideas, individuals, groups, and cultures.	X	X		X	X	X	X
Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.				X	X	X	X
Applying knowledge and skills to new and changing contexts within and beyond the classroom.	X	X		X	X	X	X
Depth of Content and Knowledge	X	X	X	X	X	X	X
Critical Thinking and Problem Solving	X	X	X	X	X	X	X
Effective Oral and Written	X	X	X	X	X	X	X

Communication Skills							
Evidence of Advanced Scholarship through research and Creative Activity	X	X		X		X	
Interactions with Students (Consumers)	X				X		X
Professional and Ethical Practices	X	X		X	X		X
Effective Communication	X	X	X	X	X	X	X
Sensitivity to Diversity and Equity	X	X	X	X	X	X	X

Date approved by the department or school: 12/15/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: