

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of:	<u>Communications and Information Studies</u>	Today's Date:	<u>February 6, 2012</u>
b.	Department/Division:	<u>Instructional Communication</u>		
c.	Contact person name:	<u>Deanna Sellnow</u>	Email:	<u>Deanna.Sellnow@uky.edu</u>
			Phone:	<u>257-2886</u>
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	<u>CIS 590</u>		
b.	Full Title:	<u>Internship-Apprenticeship in Instructional Communication (subtitle required)</u>		
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	_____ Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	<u>3</u> Other – Please explain:	<u>this is an internship as a teaching apprentice working one-on-one with a faculty member in the field.</u>
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	<u>3</u>		
h.	Is this course repeatable for additional credit?			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES:	Maximum number of credit hours:	<u>6</u>	
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
i.	Course Description for Bulletin:	<u>This course provides students an opportunity to work one-on-one with a faculty member in the college as a teacher's apprentice in a course in the track of their chosen major. As an apprentice, students will attend all classes of the course they are serving as an apprentice for and meet with the faculty member weekly to discuss course content and pedagogical strategies. Students will also prepare at least three lesson plans and lead the class in working through them at least three times over the course of the semester. Students will ultimately develop a reflective teaching portfolio for the course.</u>		
j.	Prerequisites, if any:	<u>Upper division status in the College of Communications and Information Studies, successful completion of the course for which a student wants to as an intern-apprentice (i.e., B or better), an overall GPA of 3.0 or higher, permission from both the teacher of the course and</u>		

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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	<u>the Director of the Division of Instructional Communication prior to registration, and completion of a Division Learning Contract.</u>	
<b>k.</b>	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>l.</b>	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>4.</b>	<b>Frequency of Course Offering.</b>	
<b>a.</b>	Course will be offered (check all that apply): <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>4-5</u>
<b>7.</b>	<b>Anticipated Student Demand.</b>	
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, explain: <u>Undergraduate and graduate students in any major in the College of Communications and Information Studies may be interested in this opportunity, particularly as they try to decide whether teaching in the field of communication is something they aspire to do.</u>	
<b>8.</b>	<b>Check the category most applicable to this course:</b>	
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
<b>9.</b>	<b>Course Relationship to Program(s).</b>	
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, name the proposed new program: <u>Both a graduate level and undergraduate level certificate in instructional communication.</u>	
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: _____	
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>	
<b>a.</b>	Is the course 400G or 500?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and/or (ii)	

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

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### Signature Routing Log

**General Information:**

Course Prefix and Number: CIS 590

Proposal Contact Person Name: Deanna Sellnow



Phone: 257-2886

Email: Deanna.Sellnow@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Division of Instructional Com	2/6/2012	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu	
CIS College		Dan O'Hair / / Ohair@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval			
		University Senate Approval	

Comments:

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## **CIS 590: Internship-Apprenticeship in Instructional Communication (3 credits, repeatable up to 6 credits)**

### **Course Instructor of Record**

Dr. Deanna Sellnow  
Office: 310J LCLI  
Phone: 257-2886  
Deanna.Sellnow@uky.edu

### **Course Meeting Time and Place**

The student will meet with the Director of the Division of Instructional Communication in 310 Lucille Caudill Little Fine Arts Library at three points during the semester. In addition the student will meet regularly in the course he or she is apprenticing in, as well as weekly with the faculty of record assigned to teach the course the student is apprenticing in.

### **Course Description:**

This course provides students an opportunity to work one-on-one with a faculty member in the college as a teacher's apprentice in a course in the track of their chosen major. As an apprentice, students will attend all classes of the course they are serving as an apprentice for and meet with the faculty member weekly to discuss course content and pedagogical strategies. Students will also prepare at least three lesson plans and lead the class in working through them at least three times over the course of the semester. Students will ultimately develop a reflective teaching portfolio for the course.

### **Prerequisites:**

Upper division status in the College of Communications and Information Studies, successful completion of the course for which a student wants to as an intern-apprentice (i.e., B or better), an overall GPA of 3.0 or higher, permission from both the teacher of the course and the Director of the Division of Instructional Communication prior to registration, and completion of a Division Learning Contract.

### **Learning Outcomes:**

Upon completion of the course, students will be able to:

- Prepare and deliver three lesson plans over the course of the semester.
- Develop a reflective teaching portfolio including a course syllabus with reflection, teaching philosophy, three lesson plans with reflections, three assignments with reflections, and one 50-100 point exam with reflection.
- Compose a critique/reflection response based on a lesson delivered by the instructor.
- Compose a self-reflection paper about each of the three "teaching sessions" based on a pre and post coaching session with the faculty member along with an observation of a recording of the class period.

## Required Materials:

Brookfield, S. (1995). *Becoming a critically reflective teacher*. New York: Jossey-Bass.

Svinicki, M., & McKeachie, W. J. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college teachers*. Belmont, CA: Wadsworth/Cengage.

Other readings as assigned

## Course Activities and Assignments:

- 1. Teaching Philosophy (25 points):** Students will prepare a 400-500 word teaching philosophy indicating 3-4 things they do in the classroom and why with regard to learner centered and engaged teaching, as well as how they attempt to make that happen (specific examples of what they do in the classroom to achieve those goals).
- 2. Lesson Plans (3 at 10 points each = 30 points):** Students will prepare three lesson plans that round the cycle of learning along with a 400-500 word reflection/analysis explaining why they prepared the lesson as they did based on course readings.
- 3. Self-Observation Critique and Reflection Papers (3 at 15 points each = 45 points):** Students will prepare one self-observation critique and reflection paper for each "teaching module" they present to the class. The reflection will include what they did well and why, as well as what they will do differently, why, and how based on their critical observation, course readings, and debriefing with the instructor.
- 4. Reading Assignment Reflections (10 at 5 points each=50 points):** Students will be required to post weekly readings reflections to the Blackboard site that critically examine material they read based on their observations as a student and now as an intern-apprentice. These reflections must be at least 200 words long and will be responded to by the Director of the Division of Instructional Communication or faculty member appointed by him/her to manage the internship-apprenticeship experience.
- 5. Exam and Reflection (25 points):** Students will prepare a 50-100 point exam based on the content of the course for which they are serving as an intern-apprentice. The exam is to be accompanied by a 400-500 word reflection paper defending why the student constructed it as he/she did based on research published about effective exam construction and design.
- 6. Syllabus and Reflection (15 points):** Students will prepare a complete syllabus for teaching the course in an upcoming semester accompanied by a 400-500 word reflection paper defending why the student constructed it as she or he did.

**7. Reflective Teaching Portfolio (35 points):** Students will compile a reflective teaching portfolio, which includes all of the items they prepared over the course of the semester (teaching philosophy, syllabus w/reflection, 3 lesson plans with self critiques and reflections, 3 assignments with reflections, and 1 exam with reflection). This portfolio will be submitted electronically as a PDF document before the student will earn a grade in the course.

**8. Research Paper (Graduate Students Only) (100 points):** Graduate students who take the course will also be required to prepare a 15 to 20 page research paper **No D for Graduates** by the Director of the Division of Instructional Communication or designee of the director. **0-69% = E** This paper might be a review and synthesis of literature focused on some aspect of instructional communication, a critique of such literature, or an assessment research project regarding an instructional communication phenomenon they watched play out during class.

Grading	Undergraduates	Graduates
90-100% = A	202-225	292-325
80-89% = B	180-201	260-291
70-79% = C	157-179	227-259
60-69% = D	135-156	N/A
0-59% = E	134 and below	258 and below

### Midterm Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Course Schedule:

Three meetings will take place in addition to the weekly meetings with the faculty member supervisor and attendance at all classes of the course for which the student is serving as apprentice.

### Pre-Semester Meeting

- Before classes begin, student must meet with the faculty member and the Director of Instructional Communication to be briefed on the expectations of the assignment and sign a learning contract of understanding. The Director of the Division of Instructional Communication will contact the faculty member and student to schedule this meeting at least one day prior to the first class session.

### Midterm Meeting

- Prior to midterm grading, the student will meet again with the faculty member and the Director of Instructional Communication to assess their contributions to the course thus far and to prepare an implementation plan for improvement based on the midterm assessment.

## Final Meeting

- Once the finals have been administered the student will meet again with the faculty member and the Director of Instructional Communication to assess their contribution to the course and collect the reflective teaching portfolio.

## Course Policies:

**Excused Absences:** The student needs to notify the professor of any absences they might have prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

**Verification of Absences:** Students must verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Part II of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Classroom Conduct/Behavior:**

**(1) Cell Phones:** Students are not to use cell phones during class time and are expected to turn them off or silence them. If extenuating circumstances exist, students must discuss them with the instructor before class begins.

**(2) Laptops:** Laptops are admissible as long as they are being used for note taking and other class-related assignments.

**(3) Preparation:** You are expected to come to class prepared by doing the readings and assignments as delineated in the schedule. Unprepared students may be asked to leave at the discretion of the instructor.

**(4) Respect/Civility:** First, come to class on time and do not leave early without prior permission to do so. Second, engage in classroom activities and discussions in ways that demonstrate respect for yourself and for others. This includes demonstrating sensitivity to inclusive bias-free language, offering support and encouragement to your peers, listening carefully to others before offering your opinions, and avoiding prejudice or hate speech in your remarks and behaviors. Finally, please be sure to talk to your instructor outside of class if anything that happens during class with your peers or instructors that bothers you.