

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ED 409B
2. **Course title:** Practicum Capstone B - Becoming Professional
3. **Abbreviated title for class schedule** (30 characters or less): Capstone B – Professional
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course provides students an opportunity to expand and refine skills and knowledge that are important in educating children. ED 409B is a major culminating experience for the Elementary Education Degree Program students as a part of graduation requirements. This course offers opportunities for students to apply what has been learned through the previous years of coursework and practicum experiences. In this class, students will also be required to complete and internship and develop and present a professional electronic portfolio. Weekly class meetings will serve as an open forum for students to self-assess their growth, discuss critical perspectives in their internship, and reflect on their professional development through exploring the teaching standards and demonstrating their proficiencies of these standards. Students will also reflect on and demonstrate their growth as professional educators.
6. **Prerequisites (to add each additional prerequisite, start a new line):**

A. (course prefix, (space) and number) ED 493 or	or	or	or
B. (course prefix, (space) and number) ED 409A or	or	or	or
C. (course prefix, (space) and number)	or	or	or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)	or	or	or
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8. **Major/Class restrictions: Please indicate any class or major restrictions:** This class is restricted to Seniors in the Education Studies Major.
9. **Is course repeatable?** Yes ☐ No ☒ If Yes, list maximum credits:
10. **Labs requirements: If course includes a lab: # of hours lecture:** 0 ; **# of hours lab:** 0
11. **Fees: List any course fees:** 0

12. Grade Mode: (Graded (A-F) only)

13. Course Type: (Hard Numbered Course)

14. Banner Schedule Type: (C - Capstone/Research/Thesis - Attached to all dedicated capstone courses. Also added on a term-by-term basis to courses that are serving as capstone alternatives in that particular term.)

15. CIP Code: Six-digit CIP code (check with your Division Director):

16. Special qualifications; Is course proposed for (yes/no):

A. University Studies? Yes ☐ No ☒ If yes, list Strand(s)

B. Honors? Yes ☐ No ☒

17. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and
and

18. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? In this course, the education senior students refine their professionalism as another significant part of their learning experiences and self-development throughout their career in the Education Studies program. This course is a robust part of the graduation requirements, asking students to build and broaden their personal and professional development as a final step toward completion of their Bachelor's degree. This requires a number of professional development opportunities including identifying and defining their educational identity; clarifying their career goals and visions; completing an internship; honing their career search skills including resume, revised educational philosophy, interview skills, and professional e-portfolio; finally presenting their growth and transformation in creative and unique ways. For the E-portfolio development, students will refine their professional and creative writing to express their knowledge and skills by producing multiple reflective essays according to the Education Studies Program Outcomes that are aligned with the School of Education vision and mission and new teacher standards. Students will have ample opportunity to reflect and refine their professional communication skills both in writing and speaking, synthesize their own changes and development, and present themselves with commitment and dedication to the ever-changing field of education. Students will benefit from more mentoring support and individual guidance and coaching, and time to practice and apply their learning in meaningful and productive ways.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course is a pre-existing required course in the Education Studies Major.

2. How does the course fit into the rest of the unit's curriculum? See above.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1- 25 students; Year 2- 25 students; Year 3-30 students

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Dr. Erin Gravelle, Dr. Younghee Kim, & other faculty in Education Studies
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course has been taught since the Educational Studies program was created and the same two instructors Drs. Younghee Kim and Erin Gravelle have been the instructors of record. They are loaded to teach this course for the upcoming year and into the future.
- c. If additional faculty members are needed, how will that need be met?
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This course has always met in one of the School of Education classrooms and will continue to meet in one of the designated rooms for the foreseeable future.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? There is no effect on existing programs as this course has already existed for over 13 years and is within the School of Education major.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

19. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)

A. Course description (same as Catalog description, above)

This course provides students an opportunity to expand and refine skills and knowledge that are important in educating children. ED 409B is a major culminating experience for the Elementary Education Degree Program students as a part of graduation requirements. This course offers opportunities for students to apply what has been learned through the previous years of coursework and practicum experiences. In this class, students will also be required to complete and internship and develop and present a professional electronic portfolio. Weekly class meetings will serve as an open forum for students to self-assess their growth, discuss critical perspectives in their internship, and reflect on their professional development through exploring the teaching standards and demonstrating their proficiencies of these standards. Students will also reflect on and demonstrate their growth as professional educators. Prerequisite(s): Seniors only. Grade mode designated on a CRN basis each term. Students should consult current term schedule.

B. Learning objectives of the course

Students will...

- use tools gathered throughout our education to find and create community in future professional settings.
- adapt and be flexible with change in their communication.
- feel confident applying for jobs and understanding the interview process.
- understand the components of and be able to develop a professional portfolio.
- utilize their community experiences to engage in and seek out professional development opportunities in their community.
- demonstrate confidence in EE outcomes.

C. Required texts- *The Seven Habits of Highly Effective People* by Stephen Covey

D. Course format-Face to face

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date