1. Effective Semester: Fall 2016

2. College: Liberal Arts

3. Department/School/Program: Department of Political Science

4. Prefix/Subject Number

<table>
<thead>
<tr>
<th>Prefix/Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
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<tr>
<td>0</td>
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</tbody>
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5. Course Title:

<table>
<thead>
<tr>
<th>Proposed Long</th>
<th>Instructional Methods Practicum for Graduate Assistants</th>
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<tbody>
<tr>
<td>Abbreviated</td>
<td>(18 characters only including spaces)</td>
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6. Course Description (complete sentences in 50 words or less):

This course introduces key concepts and practices in the teaching of college introductory political science courses. It provides regular in-service training and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. It is repeatable 3 times with different emphases and with a maximum of 4 credit hours.

7. Prerequisites (Including Minimum Grade Required):

None

8. Co-Requisites (Including Concurrent Enrollment Allowed):

None

9. Restrictions: For Graduate Instructional and Graduate Teaching Assistants in the Department of Political Science
### 10. Course Data

**CIP Code (10 digits - no spaces or periods)**

| 4 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>✓</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Yes X 4</td>
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<tr>
<td>2-Lab</td>
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<td></td>
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<td>No □</td>
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<tr>
<td>3-Practicum/Intnshp/Student Teaching</td>
<td>❌</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<tr>
<td>8-Thesis</td>
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<tr>
<td>9-Dissertation</td>
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<tr>
<td>0-Individualized</td>
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<tr>
<td>C-Clinical</td>
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**Valid Grade Mode**

(choose only one)

- Standard Letter
- Credit/No Credit
- Leveling/Assistantships/ESL ☒
- Developmental

**Course Equivalency(s)**

(Prefix and Number)

| POSI 5100 |

### 11. Justification for the course action:

<table>
<thead>
<tr>
<th>Degree: Master of Arts</th>
<th>Major: Political Science</th>
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<tbody>
<tr>
<td>Minor: no</td>
<td>Certificate: no</td>
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</table>

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program.

PS 5100 will replace POSI 5100 as part of the Master of Arts in Political Science program prefix change. This prefix change has been triggered by the lack of available course numbers under the current prefix, POSI. It will also allow students to more easily distinguish between the three graduate level programs housed within the Political Science Department which currently share the same POSI prefix.
12. Course Goals and Objectives:
- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom’s Taxonomy of Measurable Verbs.

Students will identify and apply effective teaching practices and consider the theoretical assumptions that underpin those practices.

Students will adhere to all current University Policy and Procedure Statements to develop administrative professionalism.

Students will attend all required workshops, seminars, meetings, and or conferences related to undergraduate student development to discover the best ways to relate to their students.

13. Description of Instructional Methodologies:
- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

This is a practicum for Graduate Instructional Assistants. They will attend workshops to gain knowledge of teaching methods and practices while working with a professor and their students. Instructional methods include lecture, discussions, and cooperative learning.

14. Assessment of Student Learning:
- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

No letter grade is assigned, however, failure to meet responsibilities as outlined below can result in a student not receiving credit for the course.

Attend all required workshops, seminars, meetings, and or conferences related to POSI 5100. This includes attending an all-day workshop prior to the beginning of the semester, at least 4 hours of University-administered workshops as outlined below during times of your choice, and submitting an 800-word paper entitled “Hints for Future IAs.”
15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

First Meeting

New and returning IAs in the first meeting are given their new assignments. They will learn the general IA responsibilities focusing on proctoring responsibilities. They will read discuss the UPPS'. They will also conduct and listen to presentations on IA bullpen etiquette as well as office procedures.

- General IA responsibilities
- Keys and security
- Supplies— Scantrons, Bluebooks, Attendance and seating charts, computers,
- Office protocols— the RICOH and shredder
- Classroom technology
- IA-professor relationship
- UPPS'
- Time management
- Dealing with the testing center
- Students with special needs
- Tutoring
- Grading

Second Meeting

The second meeting is to prepare for finals week and the end of the semester. Students will share with their fellow IAs what they have learned from the workshops they have attended and from their classroom experiences. There will be review sessions on grading and time management.

- Review Sessions
- Sharing of experiences
- What to expect at the end of the year session
16. Suggested Textbook(s) and Other Learning Resources:
   - Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)


University Policy and Procedures:

Sexual Harassment UPPS-04-04-42
Ethics UPPS-01-04-02
Consensual Relationships UPPS-04-04-39
Accommodation UPPS-04-04-60
Computer Use UPPS-04-01-07
Discrimination UPPS-04-04-46

17. Bibliography:
   - Must include literature other than required textbooks and other learning resources.
   - Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
   - Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)

Date 3-6-15

Date 3-5-15

Date MAR 09 2015

Date 7/28/2015