

1. Explain briefly and clearly the proposed improvement.

Change the PAPR 7131 course from 1 credit hour to being Variable Credit hours of 1 to 3. Add that it is not repeatable for credit.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Doctoral students and supervising faculty have expressed an interest in being able to have different levels of responsibility by a student for working on their teaching practicum as part of enrolling in PAPR 7131. Variable credit hours will allow a student and supervising faculty member to vary the intensity of the practicum activities to meet the needs and interests of the student.

Faculty have expressed a desire that students may only complete one teaching practicum cycle (PAPR 7131 and PAPR 7132) as part of their doctoral degree program. This will encourage students to use their other degree program credit hours for course work or to focus on Independent Research activities.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Minor impact on faculty workload. Generally three or fewer students are enrolled in the teaching practicum per academic year.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Increased flexibility in determining teaching practicum activities to meet their interests.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Requested by two current doctoral students during the 2013-14 academic year.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Negligible.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not applicable.

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Not applicable.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Not a result of assessment activities. Response to student request to faculty, and faculty input on making the course non-repeatable for credit.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable.

Revised Catalog Copy for PAPR 7131

PAPR 7131 - Teaching Practicum Observation

A practicum experience in which a doctoral student observes and works with an experienced faculty member in the teaching of an undergraduate course in paper and printing science. Regular meetings are held to discuss classroom management, teaching techniques, and student evaluation methods that are being actively used by the faculty member.

Prerequisites/Corequisites: Prerequisite: Department approval.

Credits: Variable, 1 – 3 hours

Notes: Graded on a Credit/No Credit basis. Open to Graduate students only. May not be repeated for credit.

Current Catalog Copy

PAPR 7131 - Teaching Practicum Observation

A practicum experience in which a doctoral student observes and works with an experienced faculty member in the teaching of an undergraduate course in paper and printing science. Regular meetings are held to discuss classroom management, teaching techniques, and student evaluation methods that are being actively used by the faculty member.

Prerequisites/Corequisites: Prerequisite: Department approval.

Credits: 1 hour

Notes: Graded on a Credit/No Credit basis. Open to Graduate students only.