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| Proposal Information | |
| Lead Developer: | Trina Ballard Southern |
| College: | South Seattle College |
| Division: | Communication Studies |
| Telephone: | 2069346708 |
| Dean: | Stephanie A. Delaney |
| Title Of Proposal: | Revision of Interpersonal Communication CMST& 210 |
| Type of Proposal: | Course Revision |
| Individual/Group: | Individual |
| Amount Requested: | $ 600.00 |
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| Project Description |
| **Problem Need: Describe the curriculum issue or need that you plan to address. (15 pts.)** |
| The South Seattle College Communication Studies (CMST) current course outlines and descriptions in general and their course outcomes have not been revised in years. The CMST faculty plan to review and possibly overhaul all the master course outlines.  Courses should have clear, descriptive outcomes that align with the course content and SSC college-level learning outcomes. Measurable course learning objectives or competencies should precisely and clearly describe what learners will learn and be able to do if they successfully complete the course. Course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor. This project will improve the Communication Studies program through the revision of CMST&210 (Interpersonal Communication) and CMST&230 (Small Group Communication) and reference foundational, core objectives and competencies in addition to objectives or competencies that relate to course-specific mastery of content. |
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| **Project Need: Explain why this curriculum project needs to be addressed amd how your proposal will impact, complement, connect, replace, or augment the existing curriculum. Please be comprehensive, specific, and convincing. (15 pts.)** |
| Student Success can only be supported if it can be defined (and if that definition can be agreed upon). Without clear, specific, and measurable objectives, faculty and students are unable to determine whether students have demonstrated mastery of a course. Further, Master Course Outlines and Learning Outcomes guide the Module-Level objectives and competencies. The MCOs also guide use of assignments and strategies of assessment. Without revision of the curriculum, it is difficult for students to understand exactly what they will bring forward from the course and what skills they will develop. Revision of this curriculum will also help academic advisors and transfer institutions with assessment of competencies; particularly useful for projects such as Guided Pathways. For example: "Speak and write effectively for personal, academic and career purposes" does not tell students what is "effect" nor does it address purposes. A clearer, more specific, measurable outcomes would tell students what competencies they would expect to master by the end of the course. |
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| **Project Stategy and Plan: Explain your strategy, approach, or plan to address the curriculum problem, issue, need or gap that you described above.**   * **How will you complete the project?** * **What steps will you take?** * **Who will you need to connect with?** * **What is your proposed timeline? (15 pts.)** |
| A review of current MCOs and archived syllabi will offer an opportunity to glean and code the range of assignments, objectives, and competencies that have been part of the past curricula for CMST&210 and CMST&230. The project will also survey course descriptions from institutions offering the same/similar curricula. After the first draft of both course outlines, the teaching faculty in the Communications Studies program will review and return to the lead investigator their comments and additions. A second draft will then be written and reviewed in the same manner. The third draft will be submitted to the Associate Dean of Arts, Humanities, and Social Sciences for review and editing. The timeline is: three drafts (of each course) and submission of the final drafts by the end of spring quarter 2017. |
| **Project Assessment: Discuss how your new curriculum might be assessed for effectiveness.. How will you know that the new curriculum is successful? (15 pts.)** |
| Re-writing/revising the current course outlines for clarity, specificity, and measurable outcomes will contribute to the achievement of learners' ability to apply the course and module/unit learning objectives or competencies. Faculty will be encouraged to adapt their syllabi and assignments to align with the objectives. Another measure of success is, of course, the curriculum committee's acceptance and publication of the new outlines. Most important is the confidence faculty and students will have in achieving the stated objectives and competencies. |
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| **Deliverables: List and briefly describe the deliverable products you will create using quantifiable and measurable terms (how many? what kind?). Some examples may include artifacts such as a syllabus, course outline, assignments, grading rubrics, discussion prompts, lecture notes, PowerPoint presentations, bibliographies, lesson plans, or reading lists. All deliverables listed must be submitted to receive compensation. (20 pts.)** |
| Deliverables: Two course outlines, revised to the standards stipulated in the Quality Matters Higher Education Rubric. Sample syllabi that incorporates the course-level learning objectives. |

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| Budget |
| **Hours / Budget: List the estimated number of hours (at the rate of $35/hour) you will need to complete the product. As possible, list the hours for each product created. No more than 15% of your budget may be used for background reading/research. Grant funds may not be used for equipment, travel, or training. (20 pts.)** |
| Approximately 3 hours (1.5 each) background reading ~ syllabi, course outlines, Quality Matters rubric. Approximately 15 hours (7 each) writing, revising, submitting for comments, re-writes, and final drafts. Approximately 2 hours for drafting sample syllabi. Submission to curriculum committee. Total hours: ~ 20 |

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| **Other Funds: List any funds from other source(s) and indicate if funds have been received or are pending. Examples of other funding sources are: division, college or external grants.** |
| No other funds are pending or received. |

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| **Total Funds: Provide total amount of curriculum grant funds requested to complete project. If applicable, indicate how the budget will be split among participating faculty** | |
| I am seeking $600 for individual time on this project. | |
| Additional Comments | |
| **Include any supporting materials for consideration.** | |
| Faculty who have taken the Quality Matters course have access to the draft of the Higher Education Rubric, but have a confidentiality agreement that they may not publish or share it. I intend to use the principles from the rubric. Attached is the master course outline for CMST& 230 (Small Group). CMST& 210 (Interpersonal Communication) is currently not online. | |
| **Supporting Documentation** | |
| The following document has been submitted:- | |
| Name: | cmst230.pdf |
| Description: | Course Outline of CMST&230 from 2008 (SSC website) |