Course Discipline Code & No:_UAS210____   Title:_Public Speaking_____   Effective Term _SS08____

Division Code: ___VCT____   Department Code: __UASD_____   Org #: __28200_____

Don't publish: ☐College Catalog   √Time Schedule   ☐Web Page

Reason for Submission. Check all that apply.
☒New course approval
☐Three-year syllabus review/Assessment report
☐Course change

☐Reactivation of inactive course
☐Inactivation (Submit this page only.)

Change information: Note all changes that are being made. Form applies only to changes noted.

☐Consultation with all departments affected by this course is required.
☐Course discipline code & number (was _____)*
   *Must submit inactivation form for previous course.
☐Course title (was _____)
☐Course description
☐Course objectives (minor changes)
☐Credit hours (credits were: _____)

☐Total Contact Hours (total contact hours were: _____)
☐Distribution of contact hours (contact hours were:
   lecture: _____ lab _____ clinical _____ other _____)
☐Pre-requisite, co-requisite, or enrollment restrictions
☐Change in Grading Method
☐Outcomes/Assessment
☐Objectives/Evaluation
☐Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.

This is an existing course from the United Association Instructor Training Program that is offered through the UA Regional Training System throughout the year. This proposal is to change the current UA course number "510" to "UAS210" to reflect the new WCC identifier for the course. Also, this new identifier will be used on student registration forms and course calendars.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson   ☐ New resources needed   ☒ All relevant departments consulted

Print: _____   Signature _____   Date: _____
         Faculty/Preparer

Print: _Dan Welch_____   Signature _Daniel Welch_____   Date: _1/29/08_
         Department Chair

Division Review by Dean
☐ Request for conditional approval

Recommendation ☐ Yes ☐ No _____   _____
                              Dean's/Administrator's Signature   Date

Curriculum Committee Review
Recommendation
☐ Tabled   ☒ Yes ☐ No _____   _1/31/08_
                            Curriculum Committee Chair's Signature   Date

Vice President for Instruction Approval
_____
         Vice President's Signature

Approval ☒ Yes ☐ No ☐ Conditional   Date _1/31/08_

Do not write in shaded area.
Log File_10/10/07_ Ecopy ☐ Banner_2/7_ C&A Database_2/7_ C&A Log File_2/7_ Basic skills ☒ Contact fee ☐
20080

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

Office of Curriculum & Assessment   http://www.wccnet.edu/departments/curriculum/
Updated 10/30/07

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*Complete ALL sections which apply to the course, even if changes are not being made.

Course:	Course title:
UAT210	Public Speaking

Credit hours: ___1.5___

If variable credit, give range:

_____ to _____ credits

Contact hours per semester:

	Student	Instructor
Lecture:	20	___
Lab:	2.5	___
Clinical:	___	___
Practicum:	___	___
Other:	___	___
Totals:	22.5	___

Are lectures, labs, or clinicals offered as separate sections?

☐ Yes - lectures, labs, or clinicals are offered in separate sections

☒ No - lectures, labs, or clinicals are offered in the same section

Grading options:

☐ P/NP (limited to clinical & practica)

☐ S/U (for courses numbered below 100)

☒ Letter grades

Prerequisites. Select one:

☐ College-level Reading & Writing

☐ Reduced Reading/Writing Scores
(Add information at Level I prerequisite)

☒ No Basic Skills Prerequisite
(College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

	Course	Grade	Test	Min. Score	Concurrent Enrollment Can be taken together)	Corequisites Must be enrolled in this class a lso during the same semester)
☐ and ☐ or	_____	___	_____	____	☐	_____
☐ and ☐ or	_____	___	_____	____	☐	_____
☐ and ☐ or	_____	___	_____	____	☐	_____
☐ and ☐ or	_____	___	_____	____	☐	_____

Level II (enforced by instructor on first day of class)

	Course	Grade	Test	Min. Score
☐ and ☐ or	_____	___	_____	_____
☐ and ☐ or	_____	___	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

☐ and ☐ or Consent required

☐ and ☐ or Admission to program required
Program: _____

☐ and ☒ or Other (please specify):
__Recommended for UA Training Coordinators_____

Course	Course title
UAS210	Public Speaking

Course description	
State the purpose and content of the course. Please limit to 500 characters.	This course is designed to help students acquire essential speaking and listening skills for the classroom. In-class exercises focus on the delivery of lecture material and conducting demonstrations. Students polish organization and delivery skills, as well as gain a heightened awareness of the relationship between a speaker and an audience. Students are encouraged to bring materials from classes they are currently teaching as reference for class exercises. Limited to United Association program participants.

Course outcomes	Outcomes	Assessment
List skills and knowledge students will have after taking the course.	(applicable in all sections)	Methods for determining course effectiveness
	1) Organize ideas into a clear presentation format.	Survey of UA training coordinators/supervisors.
Assessment method	2) Present ideas and proposals at union meetings and organized events.	Survey of UA training coordinators/supervisors.
Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.	3) Solicit and answer questions from the audience at union meetings and organized events.	Survey of UA training coordinators/supervisors.

Course Objectives	Objectives	Evaluation
Indicate the objectives that support the course outcomes given above.	(applicable in all sections)	Methods for determining level of student performance of objectives
	Outcome 1:	
Course Evaluations	- Identify causes of stage fright and how to combat it.	Exam consisting of multiple choice, true/false, fill in the blank, and short answer questions.
Indicate how instructors will determine the degree to which each objective is met for each student.	- Recognize the different types of speeches as well as different methods of delivery.	Exam consisting of multiple choice, true/false, fill in the blank, and short answer questions.
	Outcome 2:	
	- Recognize how to use body language and para-language to increase effectiveness.	Presentation and demonstration of learned course materials.
	- Identify ways to better prepare for a speech and the	Presentation and demonstration of learned course

	different relaxation techniqes. Outcome 3: - Demonstrate appropriate use and knowledge of course materials.	materials. Presentation and demonstration of learned course materials.

List all new resources needed for course, including library materials.

Student Materials:

List examples of types Texts Supplemental reading Supplies Uniforms Equipment Tools Software	All course materials will be provided.	Estimated costs $

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course.	
☐ Level I classroom Permanent screen & overhead projector	☐ Off-Campus Sites
	☐ Testing Center
	☐ Computer workstations/lab
☐ Level II classroom Level I equipment plus TV/VCR	☐ ITV
	☐ TV/VCR
☒ Level III classroom Level II equipment plus data projector, computer, faculty workstation	☐ Data projector/computer
	☐ Other _____

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
Organize ideas into a clear presentation format.	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008, and every three years thereafter.	All	75% of all students through random sampling who teach the topic the subsequent year, and minimum of 20 students.
Present ideas and proposals at union	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008,	All	75% of all students through random

meetings and organized events.		and every three years thereafter.		sampling who teach the topic the subsequent year, and minimum of 20 students.
Solicit and answer questions from the audience at union meetings and organized events.	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008, and every three years thereafter.	All	75% of all students through random sampling who teach the topic the subsequent year, and minimum of 20 students.

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

    Students' training activities will be scored and evaluated on the survey questionnaires (see attached) of each of the three learning outcomes.

2. Indicate the standard of success to be used for this assessment.

    Based on the number of students who teach the learned materials in the subsequent year, 75% of them will score an average of satisfactorily or above on the survey questionnaires to be completed by UA training coordinators/supervisors.

3. Indicate who will score and analyze the data (data must be blind-scored).

    The UA Program Administrator will coordinate with UA training coordinators and the training department about the implementation of the assessment plan and the collection of data from UAT faculty, and will discuss the results with UAT faculty.

4. Explain the process for using assessment data to improve the course.

    The assessment will be shared with the appropriate UA training coordinators, training department, and UAT faculty. The UA Program Administrator will solicit suggestions for improving the results and will work with UA training coordinators, the training department, and UAT faculty to make needed changes to improve course content and student performance.