

ACE 640 Community-Based Education-DEAdd-2015-09-23

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Form Information

 Page Naming Example: CRIM 101 Intro to Criminology-DEAdd-2015-08-10

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

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Course Level*	graduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number	ACE 640
Course Title	Community-Based Education
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Brief Course Outline:</p> <p>This course may be offered as a classroom-based course or online. The course outline is described below:</p> <ol style="list-style-type: none"> Readings will be assigned based on current research and literature. Topics discussed in the course will follow the course objectives and include: <ol style="list-style-type: none"> a survey of the history and development of community-based education in the U.S. to include the underlying cultural and economic factors driving community-based education. a review of definitions of community-based education and the various forms that community-based education takes. an analysis of the effectiveness of community-based education programs to change individuals, communities, and society. a discussion of the philosophical positions that underlie and guide community-based education. a discussion of the role of current thinking in understanding the contributions of community-based education to society. Instructional methods will include assigned readings, individual research, small group work, and participation in online discussions. Students will be encourage (through small group work and whole class discussions) to interact with each other and share what they have learned so that students are learning from assigned readings, individual and group research, and interaction with other students as well as the instructor. Learning will be assessed based on the quality of student participation in discussions and the quality of the individual and group papers submitted to meet the objectives for the course.
Rationale for Proposal (Required Questions from CBA)	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>I have successfully developed and taught courses online since 2010 in the Master of Arts in Adult and Community Education. Community-based education is an integral part of the field of adult and community education. In a master's program like Adult and Community Education, faculty are required to be generalists, that is, to have a foundation in all areas of the field. Through reading, research, and publications, I have developed a solid knowledge base in community-based education.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>Objective 1. Discuss the historical development of community-based education in the United States.</p> <p>Students will achieve objective 1 by first participating in discussions conducted in the discussion forums in the LMS. The instructor will post open-ended discussion questions on these topics to which students must respond. Students' comments should reflect knowledge gained from the readings.</p> <p>Objective 2. Analyze the antecedents of community-based education initiatives to include the underlying cultural, social, and economic factors.</p> <p>Students will achieve objective 2 by working in small groups to analyze a case study of a community-based education initiative. Each group will work together through the discussion forums in the LMS to write a paper in which they identify and discuss the cultural, social, and economic factors underlying the community-based education initiative described in the case study.</p> <p>Objective 3. Identify and describe definitions of community-based education.</p> <p>Objective 4. Differentiate among various types of community-based education to include community development, social activism, sponsored programs, citizens' actions groups, and popular education.</p> <p>Students will achieve objectives 3 and 4 by working in small groups to define and categorize various examples of community-based education. The examples will be provided by the instructor through readings, videos, and internet websites made available in the LMS. Students will conduct their group work in the discussion forums on the LMS. Each group will produce their definitions and post them to a discussion forum in which the whole class will then comment on and ask questions about them.</p> <p>Objective 5. Critique the effectiveness of community-based education regarding its impact on individuals and communities including the role of asset mapping in community-based education.</p> <p>Students will achieve objective 5 by working individually to write a paper describing the impact of a community-based education initiative. Students will post their papers to a discussion forum in the LMS where other students in the class will ask questions, make comments on, and critique other student's papers, thus generating a discussion of the impact of community-based education. Students' papers and discussion comments should reflect knowledge gained from the readings.</p> <p>Objective 6. Describe and critique the various underlying philosophical assumptions of community-based education.</p> <p>Objective 7. Analyze the role of recent thinking, including feminism, critical theory, and postmodernism, on community-based education.</p> <p>Students will achieve objectives 6 and 7 by 1) reading textbook chapters, articles, and other sources to acquire information on philosophy of and current thinking regarding community based education initiatives; and 2) participating in discussions conducted in the discussion forums. The instructor will post open-ended discussion questions on these topics to which students must respond. Students' comments should reflect knowledge gained from the readings.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>1. Student-student interaction will be achieved in four ways. First, students will be encouraged to share personal items of interest (i. e., their careers and interests) through a discussion forum dedicated for this purpose. Students can also exchange ideas and questions on topics not specifically related to the course in this forum. Second, there will be a General Course Forum in which students can post questions and comments about the course as a whole. Third, students will be required to post to whole class discussions for each module in which students are required to respond to questions posed by the instructor. Fourth, students will work in small groups to analyze case studies and complete assignments.</p> <p>2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion and posting comments and critiques on students' posts.</p>

<p>How will student achievement be evaluated?</p>	<p>Participation in Discussions = 30% (30 points)</p> <p>Group Case Study Assignment = 20% (20 points)</p> <p>Group Definitions Assignment = 20% (20 points)</p> <p>Impact of Community-Based Education = 30% (30 points)</p> <p>Total 100% (100 points)</p> <p>A = 91% (91-100 points)</p> <p>B = 81% (81 to 90 points)</p> <p>C = 71% (71 to 80 points)</p> <p>F = 70% or less (70 or fewer points)</p> <p>Student achievement for each objective will be measured by the following:</p> <p>Objective 1. Discuss the historical development of community-based education in the United States.</p> <p>Assessment of objective 1 is through participation in the discussions forums. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 30% (30 points) of the total course grade.</p> <p>Objective 2. Analyze the antecedents of community-based education initiatives to include the underlying cultural, social, and economic factors.</p> <p>Assessment of objective 2 is based on the group papers submitted for the Group Case Study Assignment which will be graded using a rubric designed for this assignment. This assignment is worth 20% (20 points) of course grade.</p> <p>Objective 3. Identify and describe definitions of community-based education.</p> <p>Objective 4. Differentiate among various types of community-based education to include community development, social activism, sponsored programs, citizens' actions groups, and popular education. Assessment of objectives 3 and 4 is based on two methods.</p> <p>First, assessment is based on the group papers submitted for the Group Definitions Assignment which will be graded using a rubric designed for this assignment. This assignment is worth 20% (20 points) of course grade.</p> <p>Second, assessment for objectives 3 and 4 is based on participation in the discussion forums for this assignment which will be graded using the Discussion Participation Rubric. This discussion is factored in the total discussion grade which is 30% of the course grade.</p> <p>Objective 5. Critique the effectiveness of community-based education regarding its impact on individuals and communities including the role of asset mapping in community-based education. Assessment of objective 5 is based on two methods.</p> <p>First, students' individual Impact of Community-Based Education papers will be graded using a rubric designed for this assignment. This assignment is worth 30% (30 points) of course grade.</p> <p>Second, assessment for objective 5 is based on participation in the discussion forums for this assignment which will be graded using the Discussion Participation Rubric. This discussion is factored in the total discussion grade which is 30% of the course grade.</p> <p>Objective 6. Describe and critique the various underlying philosophical assumptions of community-based education.</p> <p>Objective 7. Analyze the role of recent thinking, including feminism, critical theory, and postmodernism, on community-based education.</p> <p>Assessment of objectives 6 and 7 is through participation in the discussions forums. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 30% (30 points) of the total course grade.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic Honesty:</p> <p>Students will be made aware of the IUP Graduate School's Academic Integrity Policy, located at http://www.iup.edu/page.aspx?id=127235. This policy will be referenced in the course syllabus.</p> <p>Students will be required to submit papers involving referenced works (i.e., literature reviews) to Turn-it-In.</p> <p>Assignments will be designed to minimize the potential for violations of academic integrity. Group assignments inhibit cheating and plagiarism because group members tend to be self-policing. Also, group members are required to conduct their discussions in the LMS discussion forums where the instructor can observe the discussions and development of the group papers. Individual assignments require students to incorporate their personal experiences and perspectives.</p>

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