

ALS 897 Research Synthesis-NewCrs-2018-03-19

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	DeAnna Laverick	Proposer Email*	laverick@iup.edu
Contact Person*	DeAnna Laverick	Contact Email*	laverick@iup.edu
Proposing Department/Unit*	Professional Studies in Ed.	Contact Phone*	7-2400

(A) Course Prefix*	ALS
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 897
(C) Course Title*	Seminar in Administration and Leadership Studies
(D) Course Level*	graduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:Meets 5 times during the semester</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>Admission to the Program, ALS 820, ALS 882, ALS 883</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>																		
<p>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>																		
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Provides students with an opportunity to construct rich frameworks for understanding and applying leadership theory in research and internship experiences. Engages students in the study of leadership theory and practice from a variety of perspectives, including historical, social, political, and multicultural. Promotes theory into practice as students engage in seminar discussions based on internship experiences and dissertation proposal development. Students will create a research portfolio related to their planned dissertation study. This written work includes assignments completed research courses and extends this work to document progression toward a dissertation proposal and Research Topic Approval Form. The portfolio will be used to complete the candidacy exam requirements that include written and oral components.</p>																		
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1094 1485 1486"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Examine theories of leadership from a variety of perspectives, including historical, social, political, and multicultural perspectives.</td> <td><i>response to assigned readings, participation in class discussions, research portfolio</i></td> </tr> <tr> <td>2</td> <td>Apply leadership theories and concepts to internship and research situations.</td> <td><i>participation in class discussions and research portfolio</i></td> </tr> <tr> <td>3</td> <td>Synthesize leadership approaches, theories, and research to propose a dissertation research study.</td> <td><i>candidacy exam, written and oral components</i></td> </tr> <tr> <td>4</td> <td>Discern research methods and skills that are applicable to the proposed dissertation research study.</td> <td><i>candidacy exam, written component</i></td> </tr> <tr> <td>5</td> <td>Articulate proposed dissertation research plans to peers and faculty.</td> <td><i>Candidacy exam, oral component</i></td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed:	1	Examine theories of leadership from a variety of perspectives, including historical, social, political, and multicultural perspectives.	<i>response to assigned readings, participation in class discussions, research portfolio</i>	2	Apply leadership theories and concepts to internship and research situations.	<i>participation in class discussions and research portfolio</i>	3	Synthesize leadership approaches, theories, and research to propose a dissertation research study.	<i>candidacy exam, written and oral components</i>	4	Discern research methods and skills that are applicable to the proposed dissertation research study.	<i>candidacy exam, written component</i>	5	Articulate proposed dissertation research plans to peers and faculty.	<i>Candidacy exam, oral component</i>
SLO #	Outcome	How outcome is assessed:																	
1	Examine theories of leadership from a variety of perspectives, including historical, social, political, and multicultural perspectives.	<i>response to assigned readings, participation in class discussions, research portfolio</i>																	
2	Apply leadership theories and concepts to internship and research situations.	<i>participation in class discussions and research portfolio</i>																	
3	Synthesize leadership approaches, theories, and research to propose a dissertation research study.	<i>candidacy exam, written and oral components</i>																	
4	Discern research methods and skills that are applicable to the proposed dissertation research study.	<i>candidacy exam, written component</i>																	
5	Articulate proposed dissertation research plans to peers and faculty.	<i>Candidacy exam, oral component</i>																	

<p>(P) Brief Course Outline*</p>	<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>Class #1: Applying leadership standards in the internship experience. Linking internship experiences to leadership standards, theories, and approaches. Identification of issues, dilemmas, and situational concerns found in the internship. Examination of issues, dilemmas, and situational concerns through a variety of perspectives. Problem solving through collaboration. Overview of the dissertation process, requirements, and components. Guidelines for starting the research portfolio and preparing for candidacy exam. Discussion of <i>The Dissertation Journey</i> (Roberts, 2004), Chapters 1-6.</p> <p>Class #2: Leadership theories and approaches as a guide for a successful internship experience. Discussion of Sharing and reflection on drafts of first three chapters of dissertation. Development of a plan for moving research forward. Components and requirements of the candidacy exam. Discussion of <i>The Dissertation Journey</i> (Roberts, 2004), Chapters 7-14.</p> <p>Class #3: Internship update, sharing progress toward completing internship. Conferences with instructor to share work completed thus far on research portfolio; peer conferencing on written component of candidacy exam. Discussion of <i>The Dissertation Journey</i> (Roberts, 2004), Chapters 8-Appendix E.</p> <p>Class #4: Written candidacy exams are submitted for evaluation. Discussion of <i>Once Upon a Complex Time: Using Stories to Understand Systems</i> (Brynteson, 2006). Debriefing on internship experiences. Constructing the dissertation proposal and writing the RTAF.</p> <p>Class #5 Oral candidacy exams with faculty and classmates.</p>
---	---

<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>Students enrolled in the D.Ed. in Administration and Leadership Studies Program have typically been required to take their candidacy exam within the first year of coursework. This approach has been problematic for a variety of reasons and the Professional Studies in Education Doctoral Committee has determined that the candidacy exam needs to take place later in the program in order for students to gain adequate background in theory, research, and research methodology. As such, the proposed course is designed to build upon and weave together the concepts learned through the students' previous coursework with regard to content knowledge and application of research concepts learned in their three research courses. The current program requires students to complete a seminar course while enrolled in the doctoral internship. This course has been offered as ALS 881, with a special topics focus related to internship experiences. The proposed course, ALS 897, will blend the currently used seminar approach with a synthesis of key leadership concepts as they relate to planning for their dissertation research studies. The key assessment in this course will be a research portfolio that documents students' growth on assignments from their three research courses to a polished overview of their proposed study that takes the form of the candidacy exam with written and oral components. The integration of candidacy into this course allows for peers and faculty to be involved in students' development as researchers and provides an opportunity for the oral presentation to be given with these constituents in the audience. This seminar course will ultimately tie together the required coursework and internship requirements before students are work independently on their dissertations.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>A culminating seminar course is needed for students to apply leadership concepts, theories, and approaches into their internship experience and dissertation research proposals. This course is taken while students are enrolled in the internship and after the completion of all coursework except dissertation credits.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p>
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>The seminar course is intended for students in the D.Ed. in ALS program. Similar courses, if any exist, would not meet the needs for students enrolled in this program.</p>

<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There is no implication for another department, as this course will be restricted to D.Ed. in ALS students.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>I sent a message to Dr. John Anderson to share the proposal with him, since he is the coordinator of the PhD in ALS Program. I do not see implications for his department /program.</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 50px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>Students have been required to take a seminar-type course in conjunction with their internship, which has been offered as "Special Topics" in the past. This course formalizes the seminar requirement and provides standard expectations for course content.</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>								
Rationale for Proposal (Required Questions from CBA)									
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?									
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1		2		3	
Course SLO #	How outcome is assessed using Distance Education Technologies								
1									
2									
3									
How will the instructor-student and student-student interaction take place? (if applicable)									
How will student achievement be evaluated?									
How will academic honesty for tests and assignments be addressed?									

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
--	---

Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																																		
How does this course fit into the designation you indicated above?																																			
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number. See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th data-bbox="540 470 1268 522">Informed Learners demonstrate:</th> <th data-bbox="1268 470 1443 522">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 522 1268 613"> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td data-bbox="1268 522 1443 613"></td> </tr> <tr> <td data-bbox="540 613 1268 703"> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td data-bbox="1268 613 1443 703"></td> </tr> <tr> <td data-bbox="540 703 1268 793"> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td data-bbox="1268 703 1443 793"></td> </tr> <tr> <td data-bbox="540 793 1268 884"> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td data-bbox="1268 793 1443 884"></td> </tr> <tr> <td data-bbox="540 884 1268 974"> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td data-bbox="1268 884 1443 974"></td> </tr> <tr> <td data-bbox="540 974 1268 1064"> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td data-bbox="1268 974 1443 1064"></td> </tr> <tr> <th data-bbox="540 1064 1268 1117">Empowered Learners demonstrate:</th> <th data-bbox="1268 1064 1443 1117">Course SLO #</th> </tr> <tr> <td data-bbox="540 1117 1268 1207"> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td data-bbox="1268 1117 1443 1207"></td> </tr> <tr> <td data-bbox="540 1207 1268 1297"> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td data-bbox="1268 1207 1443 1297"></td> </tr> <tr> <td data-bbox="540 1297 1268 1388"> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td data-bbox="1268 1297 1443 1388"></td> </tr> <tr> <td data-bbox="540 1388 1268 1493"> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td data-bbox="1268 1388 1443 1493"></td> </tr> <tr> <td data-bbox="540 1493 1268 1604"> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td data-bbox="1268 1493 1443 1604"></td> </tr> <tr> <td data-bbox="540 1604 1268 1694"> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td data-bbox="1268 1604 1443 1694"></td> </tr> <tr> <td data-bbox="540 1694 1268 1785"> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td data-bbox="1268 1694 1443 1785"></td> </tr> <tr> <td data-bbox="540 1785 1268 1875"> <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas </td> <td data-bbox="1268 1785 1443 1875"></td> </tr> <tr> <th data-bbox="540 1875 1268 1927">Responsible Learners demonstrate:</th> <th data-bbox="1268 1875 1443 1927">Course SLO #</th> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 		<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 		<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 		<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 		<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 		<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 		<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 		<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 		Responsible Learners demonstrate:	Course SLO #
Informed Learners demonstrate:	Course SLO #																																		
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 																																			
<ul style="list-style-type: none"> The aesthetic facets of human experience 																																			
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 																																			
<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 																																			
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 																																			
<ul style="list-style-type: none"> the interrelationships within and across disciplines 																																			
Empowered Learners demonstrate:	Course SLO #																																		
<ul style="list-style-type: none"> effective oral and written communication abilities 																																			
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 																																			
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 																																			
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 																																			
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 																																			
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 																																			
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 																																			
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 																																			
Responsible Learners demonstrate:	Course SLO #																																		

	<ul style="list-style-type: none"> • intellectual honesty 	
	<ul style="list-style-type: none"> • concern for social justice 	
	<ul style="list-style-type: none"> • civic engagement 	
	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
	Course SLO #	Assessment Tool to be used to measure the outcome								
	1									
	2									
	3									

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.


Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	

Key Assessments	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>