


# Bachelor of Science in Education--Social Studies Education /Anthropology Track-PrgRsv-2017-08-29

- 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*

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<b>Proposing Department/Unit*</b>	Anthropology	<b>Contact Phone*</b>	724-357-2841

<b>Program Revision Options (Check all that apply)</b>	
Program Title Change <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>	

<b>Program Level:*</b>	undergraduate-level
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<b>Rationale for Proposed Changes</b>	
<b>(A) Why is the program being revised?*</b>	We seek to make the program name consistent across the different tracks, and make the name consistent with the actual certification to avoid confusion. Please note, the SLOs below were compiled in order to meet the requirements of the curriculum proposal process. There were no SLOs preexisting in this form.

<p><b>(B) Identify ALL Program Student Learning Outcomes</b></p> <p><b>(SLO) - even if none are changing.</b></p> <p><b>Indicate any SLOs that have been changed</b></p> <p><b>in response to the Program Revision by highlighting them in red.*</b></p>	<p style="text-align: center;"><b>Program Standards For Tracks in Secondary Social Studies Education</b></p> <p><b>1. Content Knowledge:</b></p> <ul style="list-style-type: none"> <li>Candidates will be able to demonstrate their knowledge of social studies disciplines; analyze and explain core concepts, facts, and tools, structures of inquiry, and forms of representation.</li> </ul> <p><b>2. Application of Content through Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>Candidates will be able to plan instructional sequences based on knowledge of social studies content, literacies, technology, and theory and research.</li> <li>Candidates will be able to plan instructional sequences that demonstrate social studies knowledge aligned with the national program standards, state-required content standards, and theory and research.</li> <li>Candidates will be able to plan instructional sequences that engage learners in disciplinary inquiry; provide opportunities for students to create disciplinary forms of representation; and use technology to help learners develop civic competence.</li> </ul> <p><b>3. Design and Implementation of Instruction and Assessment</b></p> <ul style="list-style-type: none"> <li>Candidates will be able to exhibit skillful teaching that provides opportunities to foster understanding of content, promote active learning, enhance real-world connections where applicable, and encourage critical and reflective thinking.</li> <li>Candidates will be able to design a range of assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</li> <li>Candidates will be able to use assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</li> </ul> <p><b>4. Social Studies Learners and Learning</b></p> <ul style="list-style-type: none"> <li>Candidates will be able to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</li> </ul> <p><b>5. Professional Responsibility and Informed Action</b></p> <ul style="list-style-type: none"> <li>Candidates will be able to use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.</li> <li>Candidates will be able to explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.</li> <li>Candidates will be able to take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.</li> </ul>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	<p>This name change will help us to avoid confusion by bringing our track into alignment with others.</p>

Program Information	
<b>(D) Current Program Title*</b>	Bachelor of Science in Education - Social Science Education/Anthropology Track
<b>Proposed Program Title</b> <i>(if changing)</i>	Bachelor of Science in Education - Social Studies Education/Anthropology Track

<p><b>(E) Current Narrative</b></p> <p><b>Catalog Description</b></p> <p><i>If copying pasting from current catalog entry, please paste into Word or Notepad first to eliminate potential issues with formatting or special characters in the text.</i></p>	<p>UG Course Catalog: <a href="http://www.iup.edu/registrar/catalog/">http://www.iup.edu/registrar/catalog/</a></p> <p>Grad Course Catalog: <a href="http://www.iup.edu/graduatestudies/catalog/">http://www.iup.edu/graduatestudies/catalog/</a></p>
<p><b>Proposed Narrative</b></p> <p><b>Catalog Description</b></p> <p><i>(if changing)</i></p>	
<p><b>(F) Current and Proposed Program Requirements</b></p>	<p>Attach a Word document showing a side-by-side comparison of the current and proposed program requirements. Please clearly label the attachment as Program Requirements.</p> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin: auto;"/>

<p><b>(G) Supporting Documents*</b></p>	<p>Are you making a major change?</p> <p>NO</p> <p>If making a major change, please attach a document with a summary of any/all changes. Please clearly label the attachment as Supporting Documentation.</p> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin: auto;"/>
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## Liberal Studies Section

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


<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
<p><b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b></p>	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i></p>

<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>
<b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.</b>	
<b>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.</b>	
<b>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.</b>	

## Teacher Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b>
<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>

<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>
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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>