CRIM 681 Special Topics - Community College Teaching-A-DEAdd-2015-10-14

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Form Information

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

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

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Course Level*	graduate-level

Distance Education Section

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

Course Prefix /Number*	CRIM 681
Course Title*	Special Topics - Community College Teaching
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline*	*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* *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.* Over the years, online MA students have expressed their desire to teach part-time at a community college with their MA degree. We do not offer a class that teaches these skills to MA students, so this special topics class is being offered to fulfill the interests of our students and provide them valuable knowledge in preparing for college teaching. ***Catalog Description*** CRIM 681 Special Topics – Community College Teaching 3 credits No Prerequisites This course provides an overview of responsibilities and tasks required when teaching at a community college. The role of adjunct faculty will be identified. Pedagogical practices will be discussed. Evaluation includes the development of a syllabus, lectures, assignments and exam questions. ***Course Outcomes*** Students will:

1. Examine the role of community colleges and adjunct faculty in higher education.

2. Compare and contrast different pedagogical practices and their application in the online and offline classroom.

3. Appraise the use of online resources for teaching, such as YouTube videos, test banks, and websites.

4. Generate an original syllabus, lecture notes and relevant powerpoint slides, assignments (for online and offline delivery), teaching philosophy statement and varied typed exam questions for a teaching portfolio.

Course Outline

*Fall 2015, the department changed the online MA class offerings to 7.5 week courses for fall and spring semesters, though summer classes will be 10 week sessions due to content and expectations. This specific course will be offered Spring 2016, as a 7.5 week class.

Week 1   Community College Teaching (4 hours)

- Role of community colleges in higher education
- Role of adjunct instructors and requirements
- Explore community colleges courses
- Discuss demographics of community college students
- Understand role of articulation agreements

Week 2   Pedagogical Theory/Practices/Techniques (6 hours)

- Defining Pedagogy
- Discussion of theory
- Application examples of theory
- Developing a teaching philosophy

Week 3   Face-to-face vs. Online Teaching (8 hours)

- Similarities and differences
- Student learning and success in differing formats
- Teaching strategies in face-to-face vs. online
- Effective teaching strategies in both designs

Week 4   Syllabus Development (5 hours)

- Requirements for community college
- Required textbook or freedom to choose a text
- Assessing available college resources
- Structuring and developing a course schedule of content
- Syllabus as a 'contract'

Week 5   Devising a Lecture (6 hours)

- Online vs. offline similarities and differences
- Amount of information related to time
- Publisher resources
- Incorporating of videos, websites, group activities, and other media sources
- Use and abuse of powerpoint

Week 6   Creating Relevant Assignments (6 hours)

- Face-to-fact option
- Online activities
- Publisher resources
- Application of concepts in assignments
- Resources/Journals for assignment examples (Teaching Sociology and Journal of Criminal Justice Education)

Week 7   Exam Questions (4 hours)

- Types and uses of exam questions
- Online vs. face-to-face challenges
- Turnitin.com
- Use of test banks

Final Activity: Teaching Portfolio Due (3 hours)

Evaluation Methods

This course will be evaluated by the following methods

- Weekly Discussion Posts (20%) – Discussion questions/Threaded discussions will address readings, relevant current events, application of pedagogy, and challenges with portfolio materials.
- Weekly Assignments (20%) – Assignments will encompass the various components of the portfolio such as a teaching philosophy statement, draft of a syllabus, lecture outline, draft of assignments and exam questions.
- Peer Feedback Exercises (20%) – Students will share their teaching philosophy statement, assignments, and syllabus with a peer for feedback to strengthen and learn to give effective feedback to future students.
- Teaching Portfolio (40%) – Students will submit final version of their teaching philosophy, syllabus, lecture, assignment and exam questions as a unified document/portfolio.

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?***	Since completing trainings in Blackboard, D2L and Moodle for online delivery, over the years I have taught numerous online classes during the summer, winter and fall/spring sessions at the undergraduate and graduate levels. I also participate in distance education workshops at IUP and online. I have submitted several undergraduate classes for online delivery that were approved, such as CRIM 410 and CRIM 450. I also developed the proposals for many of the MA classes to be delivered online, for the MA online program, such as CRIM 632, CRIM 645, and CRIM 791. All were approved. I am currently the online MA Coordinator, as well as teaching classes in this program. In regard to this specific special topics course, I have been teaching at IUP for 14 years, and at least seven years before coming to IUP. I am an active member of Reflective Practice and incorporate teaching skills in my MA classes. Because our MA students are eligible to teach at community colleges with their degree, I have always incorporated examples and exercises for students to consider how information we discuss could be transferred to undergraduate classes. This special topic class will incorporate skills I have already been providing MA students, but in a more specific and focused manner. Also, during my graduate studies, I was an Adjunct Instructor for several community colleges while working on my doctorate degree.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.** *****	Course Objective #1 - *Examine the role of community colleges and adjunct faculty in higher education.* The course will begin with historical information regarding community colleges and their uniqueness in comparison to universities, in the US. Role of faculty members in community colleges, in comparison to universities will also be addressed. Notes, threaded discussion questions, and relevant videos will be used to achieve this objective. Course Objective #2 - *Compare and contrast different pedagogical practices and their application in the online and offline classroom.* Through readings, notes, and threaded discussions students will be exposed to different pedagogical practices, as well as video clips that represent differing views. Students will evaluate the perspectives in order to see which practice best represents their teaching philosophy and potential style. Their understanding of pedagogy will be represented in assignments, as well as their teaching portfolio. Course Objective #3 - *Appraise the use of online resources for teaching, such as YouTube videos, test banks, and websites.* Although information is easily and readily available online, assessing the appropriateness, as well as its quality will be examined. Information online can be incorrect, and type of sources may create issues when building a lecture. This is similar to the sources that faculty required of students and what is considered inappropriate. Through assignments and lecture and assignment/exam designing, students will assess the appropriate use of various online resources. Their final portfolio will also require this component. Course Objective #4 - *Generate an original syllabus, lecture notes and relevant powerpoint slides, assignments (for online and offline delivery), teaching philosophy statement and varied typed exam questions for a teaching portfolio.* Assignments and threaded discussions, as well as specific feedback from peers will assist students in generating a teaching portfolio. After completion of the class, the portfolio can be used in applying for community college teaching positions and/or preparation in teaching a college class.
How will the instructor-student and **student-student interaction take place?*** **(if applicable)**	Instructor-student interactions will occur in several ways. Forums with threaded discussions will occur weekly. Email and 'live' office hours will be held each week to allow for various interaction options. Student assignment feedback also allows for instructor-student dialogue. Phone calls can be used, if necessary. Student-student interactions will occur in weekly threaded discussions, as well as feedback exercises. Small group exercises and critical reviews of peer assignments will also create interactions between students.
How will student achievement be evaluated?	Student achievement will be evaluated through graded threaded discussions, writing assignments, and a community college teaching portfolio (e.g. syllabus, lecture, assignment, exam questions and online threaded discussion topics).
How will academic honesty for tests **and assignments be addressed?***	Academic honesty will be addressed with tests timed for completion, each with a beginning and ending date to complete. The instructor will participate in threaded discussions to confirm appropriate and relevant dialogue between students. The research paper will include an 'honor code' statement to ensure students are aware of the consequences of not maintaining academic integrity. Also, the instructor can submit papers through Turnitin.com for additional assessment of borrowed work.

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