

CRIM 694 Applied Teaching in Associate Degree Programs- NewCrs-2017-02-06

- 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-NewCrs-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**” 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*	Jennifer Gossett and Kate Hanharan	Proposer Email*	jgossett@iup.edu, hanharan@iup.edu
Contact Person*	Jennifer Gossett	Contact Email*	jgossett@iup.edu
Proposing Department/Unit*	Criminology and Criminal Justice	Contact Phone*	724-357-2720

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 CRIM
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 694
(C) Course Title*	Applied Teaching in Associate Degree Programs
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>YES</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated: 3</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>None</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<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>distance-education</p>
(M) Recommended Class Size	<p>YES</p> <p>Number (Enter Zero if No):15</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>The course requires revisions of key components of a final portfolio that is submitted at the end of class.</p>
(N) Catalog Description*	<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 an overview of responsibilities and tasks required when teaching criminology and criminal justice classes in associate degree programs. The adjunct faculty role will be identified. Pedagogical practices will be discussed. Evaluation includes the development of a portfolio, which includes a teaching philosophy statement, and a course design represented by a syllabus, lectures, assignments and exam questions.</p>

<p>(O) Student Learning Outcomes*</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.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Examine the roles of associate degree programs and adjunct faculty in higher education. 2. Compare and contrast different pedagogical practices and their application to criminology and criminal justice content in both the online and face to face classrooms. 3. Demonstrate skill in the core components of undergraduate teaching (e.g. lectures, active learning methods, and assessment) in the field of criminology and criminal justice, with focus on introductory criminal justice and criminology classes. 4. Evaluate the use of online resources to expose students to current events and controversial topics relevant to the criminal justice system. Online resources include YouTube videos, test banks, and websites, as a few examples. 5. Produce a teaching portfolio to showcase their approach to teaching a criminology or criminal justice class in associate degree programs.
<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</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>Brief Course Outline</p> <p>Course Objective #1 - <i>Examine the role of associate degree programs and adjunct faculty in higher education.</i> The course will begin with historical information regarding associate degree programs and their uniqueness in comparison to universities, in the US. Role of faculty members in community colleges, for example, in comparison to universities will also be addressed. Practical experience vs. none in the criminal justice field will be addressed in adjunct faculty positions. Notes, discussion questions, and relevant videos will be used to achieve this objective.</p> <p>Course Objective #2 - <i>Compare and contrast different pedagogical practices and their application to criminology and criminal justice content in both the online and face to face classrooms.</i> Through readings, notes, and 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, as well as use of these practices in teaching controversial issues in criminology and criminal justice. Teaching controversial topics will be addressed in both online and face-to-face student interactions. Their understanding of pedagogy will be represented in assignments, as well as their teaching portfolio.</p> <p>Course Objective #3 - <i>Demonstrate skill in the core components of undergraduate teaching (e.g. lectures, active learning methods, and assessment) in the field of criminology and criminal justice.</i> During the course, students will generate an original syllabus, lecture notes and relevant PowerPoint slides, assignments (for online and offline delivery), teaching philosophy statement and sample exam questions and alternate assessment methods. Specific expectations within the field of criminology and criminal justice will be applied to these skill assignments. Work will be compared, shared, evaluated, and revised. Peer evaluation and feedback from the instructor of record will be used.</p> <p>Course Objective #4 - <i>Evaluate the use of online resources to exposing students to current events and controversial topics relevant to the criminal justice system. Online resources include YouTube videos, test banks, and websites, as a few examples.</i> 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. Recognizing media bias in controversial events will be addressed. Through assignments and lecture and assignment/exam designing, students will assess the appropriate use of various online and offline resources. Their final portfolio will also require this component.</p> <p>Course Objective #5 - <i>Produce an online teaching portfolio to showcase their approach to teaching a criminology or criminal justice class in an associate degree program.</i> Assignments and discussions, as well as specific feedback from peers and the instructor will assist students in generating a teaching portfolio. After completion of the class, the portfolio can be used in applying for associate degree teaching positions and/or preparation in teaching a college class.</p> <p>The course includes seven modules. The sequence may be reordered by the individual instructor.</p> <p>MODULE #1: Overview of associate degree programs</p> <p>Introduction to the role of teaching in an academic career</p> <ul style="list-style-type: none"> • Teaching, Scholarship and Service triad • Discussion of full time vs. part time adjunct positions • Role of associate degree programs in higher education • Field experiences vs. none in teaching criminal justice classes • Explore associate degree programs and departments include criminal justice and/or criminology classes

Current issues in higher education and associate degree programs

- Discuss recent challenges to higher education
- Issues pertinent to the field of criminology and criminal justice (e.g. hiring practices)
- Discuss demographics of associate degree students and of those interested in the field of criminology and criminal justice
- Understand role of articulation agreements

MODULE #2: Teaching philosophy and its operationalization

Developing a teaching philosophy statement

- Defining pedagogy
- Discussion of theory
- Philosophy statements: purposes, issues and content

Class policies and management

- Institutional requirements
- Teaching large introductory criminal justice/criminology classes
- Academic integrity
- [Turnitin.com](https://www.turnitin.com)

MODULE #3: Course design

Course design and class syllabus

- Textbook selection
- Assessing available college resources
- Structuring and developing a course schedule of content
- Syllabus as a contract and syllabus of record

Student motivation and teacher preparation

- Learning styles
- Teaching style preferences
- Student success strategies
- First day of class: setting the stage

MODULE #4: Pedagogical techniques

The lecture

- Amount of information related to time (time management)
- Publisher resources
- Incorporating of videos, websites, group activities, and other media sources relevant to criminology and criminal justice classes
- Use and abuse of powerpoint

Active learning strategies

- Collaborative learning
- Leading discussions
- Presentation types

Writing to learn

- Low stakes writing assignments
- Responding effectively to student writing
- Significance in writing in criminal justice (reports, affidavits, court documents)

Assessment and testing

- Transparency in assignments
- Clarity in purpose and instructions
- Rubrics
- Types and uses of exam questions
- Use of test banks

MODULE #5: Teaching environments

Technology and teaching online

- Similarities and differences online vs face to face
- Teaching strategies in face-to-face vs. online
- Effective teaching strategies in both designs, especially with 'hot' media topics

Teaching in settings other than the classroom

	<ul style="list-style-type: none"> • labs, studios • field settings and service learning in the field • supervising internships and externships <p>MODULE #6: Diversity, ethics and professional responsibilities</p> <p>Diversity in the classroom</p> <ul style="list-style-type: none"> • Discussion of what diversity means • Creating inclusive class and accessible materials <p>Ethics and professional responsibility</p> <ul style="list-style-type: none"> • FERPA training • Roles and boundary setting • Advising and mentoring <p>MODULE #7: Preparing to enter the job market</p> <p>Getting hired in associate degree programs</p> <ul style="list-style-type: none"> • Timing of associate degree program hiring cycles • Applications and cover letter • Vita/resume issues • Interviews: phone (Skype), campus visits <p>Teaching Portfolio Submission</p>
--	--

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	<p>This course is being proposed, as it has been taught three times as a special topics course (CRIM 681 Community College Teaching). Many of our full-time working students expressed (in their application and after graduation) a desire to teach at a community college, as they are eligible to do so with their completed masters students, and has been used as a recruitment tool. Most online criminology programs do not offer such a class to criminology/criminal justice students, nor do on campus programs. The class aligns with a doctorate class in our department CRIM 904 Advanced Applied Teaching Techniques, though the new course will focus on teaching aspects for associate degree programs versus a university setting.</p>
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course was approved as a special topics course, and is now being proposed as an elective graduate class, to be added to our elective rotation for both the online and on-campus programs. Most masters programs, in our field, do not offer this class, though they are eligible to teach in associate degree programs upon graduation. The class offers an overview of responsibilities and tasks required when teaching in associate degree programs, as well as pedagogical practices related specifically to criminology and criminal justice teaching. Students complete the class with a teaching portfolio that can be used in an adjunct faculty application. This course will also help in recruitment, for both programs, as filling a niche not met by the numerous other programs in our field.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Free Elective Required Elective</p> <p>If Other, please explain:</p> <p>This course will be an elective choice for our master's students, which requires two electives for their degree. We do not offer more than one elective a semester, so elective classes offered are actually required classes. We rotate electives based on student interest, so this class would be added to the rotation.</p> <p>This class also aligns with our preparing future faculty focus in our doctorate program (CRIM 904 Advanced Applied Teaching Techniques), though this course will centralize on associate degree programs in criminology and criminal justice, for our masters students.</p>
(T) Is a Similar Class Offered in Other Departments? *	<p>NO</p> <p>Please Provide Comment:</p> <p>In reviewing other master's programs across the US, it was found that few schools offer this course, and even fewer offer it in an online program. At IUP, other departments offer discipline specific pedagogy, as the course we are proposing.</p>

<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>With the declining enrollment into both of our master's programs, the department sees this addition as filling a niche that other graduate departments do not offer. Many of our doctorate graduates were hired in other state institutions and have developed masters programs that compete with ours. For example, St. Vincent University will be starting a new master's program in criminal justice in Fall 2018, by one of our graduates. Adding this unique class to our curriculum will help in recruitment and enrollment into our graduate programs, to further increase the enrollment goals of IUP.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Department Elective</p> <p>If Other, please explain:</p> <p>The course is intended for master's student in criminology, in both our on-campus and online programs. The latter is mostly composed of working professionals that have expressed interest in this course to fulfill their future career aspirations.</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There are no departments that offer specific pedagogy to the field of criminology and criminal justice. Many departments offer discipline- specific courses related to teaching.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>There are no departments offering a specific class on teaching issues and strategies for criminology and criminal justice classes and students.</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="293 1073 829 1129">File</th> <th data-bbox="829 1073 1489 1129">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1129 829 1186">Microsoft Word Document letter to dr luetkehans.docx</td> <td data-bbox="829 1129 1489 1186">Apr 03, 2017 by Jennifer L. Gossett</td> </tr> </tbody> </table>	File	Modified	Microsoft Word Document letter to dr luetkehans.docx	Apr 03, 2017 by Jennifer L. Gossett
File	Modified				
Microsoft Word Document letter to dr luetkehans.docx	Apr 03, 2017 by Jennifer L. Gossett				
<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>For both the online and on-campus MA programs, students are required to take two elective courses, but due to current resources we only offer one elective course a semester. Our students must take the elective course being offered to complete their degree in a timely manner. This course will be added into the elective course rotation, which means it will replace an elective that we have typically offered that would not require any additional resources.</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>distance-education</p>
<p>Course Prefix /Number</p>	<p>CRIM 694</p>
<p>Course Title</p>	<p>Applied Teaching in Associate Degree Programs</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>The course includes seven modules. The sequence may be reordered by the individual instructor.</p> <p>MODULE #1: Overview of associate degree programs</p> <p>Introduction to the role of teaching in an academic career</p> <ul style="list-style-type: none"> • Teaching, scholarship, service triad • Discussion of full time vs. part time adjunct positions • Role of associate degree programs in higher education • Field experiences vs. none in teaching criminal justice classes • Explore associate degree programs and departments include criminal justice and/or criminology classes <p>Current issues in higher education and associate degree programs</p> <ul style="list-style-type: none"> • Discuss recent challenges to higher education • Issues pertinent to the field of criminology and criminal justice (e.g. hiring practices) • Discuss demographics of associate degree students and of those interested in the field of criminology and criminal justice • Understand role of articulation agreements <p>MODULE #2: Teaching philosophy and its operationalization</p> <p>Developing a teaching philosophy statement</p> <ul style="list-style-type: none"> • Defining pedagogy • Discussion of theory • Philosophy statements: purposes, issues and content <p>Class policies and management</p> <ul style="list-style-type: none"> • Institutional requirements • Teaching large introductory criminal justice/criminology classes • Academic integrity • Turnitin.com <p>MODULE #3: Course design</p> <p>Course design and class syllabus</p> <ul style="list-style-type: none"> • Textbook selection • Assessing available college resources • Structuring and developing a course schedule of content • Syllabus as a contract and syllabus of record <p>Student motivation and teacher preparation</p> <ul style="list-style-type: none"> • Learning styles • Teaching style preferences • Student success strategies • First day of class: setting the stage

MODULE #4: Pedagogical techniques

The lecture

- Amount of information related to time (time management)
- Publisher resources
- Incorporating of videos, websites, group activities, and other media sources relevant to criminology and criminal justice classes
- Use and abuse of powerpoint

Active learning strategies

- Collaborative learning
- Leading discussions
- Presentation types

Writing to learn

- Low stakes writing assignments
- Responding effectively to student writing
- Significance in writing in criminal justice (reports, affidavits, court documents)

Assessment and testing

- Transparency in assignments
- Clarity in purpose and instructions
- Rubrics
- Types and uses of exam questions
- Use of test banks

MODULE #5: Teaching environments

Technology and teaching online

- Similarities and differences online vs face to face
- Teaching strategies in face-to-face vs. online
- Effective teaching strategies in both designs, especially with controversial media topics

Teaching in settings other than the classroom

- labs, studios
- field settings and service learning in the field
- supervising internships and externships

MODULE #6: Diversity, ethics and professional responsibilities

Diversity in the classroom

- Discussion of what diversity means
- Creating inclusive class and accessible materials

Ethics and professional responsibility

- FERPA training
- Roles and boundary setting
- Advising and mentoring

MODULE #7: Preparing to enter the job market

Getting hired in associate degree programs

- Timing of associate degree program hiring cycles
- Applications and cover letter
- Vita/resume issues
- Interviews: phone (Skype), campus visits

Teaching Portfolio Submission

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Jennifer Gossett - 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.</p> <p>In regard to this specific special topics course, I have been teaching at IUP for 15 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.</p> <p>Dr. Kate Hanharan - I have taught at IUP since 1990, and was an early adopter of online course delivery. I regularly teach online courses during winter and summer sessions, and integrate online lessons in my face to face classes during the regular semesters. I have had online course proposals approved in the past (CRIM 281 Special Topics and CRIM 225 Survey of Corrections). My course designs reflect IUP's Moodle/D2L training and additional professional development through Reflective Practice workshops, College Technology Days, and professional journals dedicated to online and face to face teaching. The proposed course is a graduate class; I have been approved to teach at the graduate level continuously since my first eligibility.</p> <p>The doctoral program in Criminology adopted a Preparing Future Faculty [PFF] framework to supplement traditional doctoral training. I have been involved in the PFF program since its inception. In addition to integrating teaching assignments in my doctoral classes, I was largely responsible for the development of our doctoral teaching class (CRIM 904 Advanced Teaching Techniques) and have taught it regularly for several years. In addition, I am currently teaching the Special Topics version of the proposed class (CRIM 681 Community College Teaching). Finally, my research agenda includes pedagogical research. I have delivered conference papers, published in the <i>Journal of Criminal Justice Education</i>, and served on professional association committees focused on teaching.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>Course Objective #1 - <i>Examine the role of associate degree programs and adjunct faculty in higher education.</i> The course will begin with historical information regarding associate degree programs 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.</p> <p>Course Objective #2 - <i>Compare and contrast different pedagogical practices and their application in the online and face to face classroom.</i> 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.</p> <p>Course Objective #3 - <i>Demonstrate skill in the core components of undergraduate teaching (e.g. lectures, active learning methods, and assessment).</i> During the course, students will generate and submit an original syllabus, lecture notes and relevant PowerPoint slides, assignments (for online and offline delivery), teaching philosophy statement and sample exam questions and alternate assessment methods. Work will be shared, evaluated, and revised by peers and the instructor through feedback and discussion threads.</p> <p>Course Objective #4 - <i>Evaluate the use of online resources for teaching, such as YouTube videos, test banks, and websites, relevant to teaching criminology and criminal justice classes.</i> 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.</p> <p>Course Objective #5 - <i>Produce an online teaching portfolio to showcase their approach to teaching a criminology or criminal justice class in an associate degree program.</i> Assignments and discussions, as well as specific feedback from peers and the instructor will assist students in generating a teaching portfolio. After completion of the class, the portfolio can be used in applying for associate degree positions and/or preparation in teaching a college class.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Instructor-student interactions will occur in several ways. Forums with threaded discussions will occur weekly. Email and 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.</p>
<p>How will student achievement be evaluated?</p>	<p>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).</p>

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>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.</p>
---	---

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies 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 Liberal Studies</p>
---	--

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>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<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>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	

<p>Liberal Studies courses require the</p> <p>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.</p>	
--	--

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>					
<p>Key Assessments</p>					
<p>Narrative Description of the Required Content</p>	<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 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Microsoft Word Document letter to dr luetkehans.docx</td> <td style="padding: 5px;">Apr 03, 2017 by Jennifer L. Gossett</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 	File	Modified	Microsoft Word Document letter to dr luetkehans.docx	Apr 03, 2017 by Jennifer L. Gossett
File	Modified				
Microsoft Word Document letter to dr luetkehans.docx	Apr 03, 2017 by Jennifer L. Gossett				

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>