

# DVST 600 Principles of Developmental Education-NC/DE-2019-02-09

- 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*

<b>Proposer*</b>	Kristen Lawson	<b>Proposer Email*</b>	klawson@iup.edu
<b>Contact Person*</b>	Kristen Lawson	<b>Contact Email*</b>	klawson@iup.edu
<b>Proposing Department/Unit*</b>	Developmental Studies	<b>Contact Phone*</b>	724-357-2749

<b>(A) Course Prefix*</b>	DVST
<b>(B) Course Number*</b>	<b><i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i></b> 600
<b>(C) Course Title*</b>	Principles of Developmental Education
<b>(D) Course Level*</b>	graduate-level

<p><b>(E) Cross Listed*</b></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><b>(F) Variable Credit*</b></p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p><b>(G) Variable Title*</b></p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p><b>(I) Repeatable Course*</b></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="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Prerequisite(s)</b></p>	
<p><b>(K) Co-requisite(s)</b></p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p><b>(L) Additional Information</b></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>distance-education</p>																		
<p><b>(M) Recommended Class Size</b></p>	<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 class should be large enough to enhance class discussions and activities, but no so large that the classroom environment loses its student engagement and interaction.</p>																		
<p><b>(N) Catalog Description*</b></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>Introduces students to the foundations, principles, and history of developmental education. In addition, the course includes legislation impacting developmental education, purpose and need for developmental education, teaching and learning theories in developmental education, best practices and delivery methods of developmental education, and examination of the developmental student holistically.</p>																		
<p><b>(O) Student Learning Outcomes* (SLO)</b></p> <p>For Each Outcome Describe</p> <p>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. <b>Hit Tab to add additional lines</b></i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1178 1485 1598"> <thead> <tr> <th data-bbox="326 1178 415 1255">SLO #</th> <th data-bbox="415 1178 1284 1255">Outcome</th> <th data-bbox="1284 1178 1485 1255">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1255 415 1325">1</td> <td data-bbox="415 1255 1284 1325">Summarize the history and advancement of developmental education and impact of legislation on current developmental education programs</td> <td data-bbox="1284 1255 1485 1325">Papers and class discussions</td> </tr> <tr> <td data-bbox="326 1325 415 1394">2</td> <td data-bbox="415 1325 1284 1394">Compile best practices of developmental education including curriculum, programs, teaching, and learning</td> <td data-bbox="1284 1325 1485 1394">Papers and class discussions</td> </tr> <tr> <td data-bbox="326 1394 415 1463">3</td> <td data-bbox="415 1394 1284 1463">Critique the strategic delivery methods of developmental education and the underlying theoretical framework</td> <td data-bbox="1284 1394 1485 1463">Papers and class discussions</td> </tr> <tr> <td data-bbox="326 1463 415 1533">4</td> <td data-bbox="415 1463 1284 1533">Examine the principles of developmental education in terms of the mission, goals, and objectives</td> <td data-bbox="1284 1463 1485 1533">Papers and class discussions</td> </tr> <tr> <td data-bbox="326 1533 415 1598">5</td> <td data-bbox="415 1533 1284 1598">Develop a model developmental education program with organizational, administrative, and institutional components</td> <td data-bbox="1284 1533 1485 1598">Paper and presentation</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Summarize the history and advancement of developmental education and impact of legislation on current developmental education programs	Papers and class discussions	2	Compile best practices of developmental education including curriculum, programs, teaching, and learning	Papers and class discussions	3	Critique the strategic delivery methods of developmental education and the underlying theoretical framework	Papers and class discussions	4	Examine the principles of developmental education in terms of the mission, goals, and objectives	Papers and class discussions	5	Develop a model developmental education program with organizational, administrative, and institutional components	Paper and presentation
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<b>(P) Brief Course Outline*</b>	<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>Course Outline:</p> <ul style="list-style-type: none"> <li>• History of developmental education</li> <li>• Legislation impacting developmental education</li> <li>• Purpose of developmental education</li> <li>• Principles of Andragogy</li> <li>• Best practices in developmental education</li> <li>• Learning theories in developmental education</li> <li>• The developmental education student</li> <li>• Delivery methods for developmental education</li> <li>• Teaching techniques for developmental education</li> <li>• Tutoring</li> <li>• Supplemental instruction</li> </ul>
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<b>Rationale for Proposal</b>	
<b>(Q) Why is this Course Being Proposed?*</b>	<p>This course provides the underlying tenets of developmental education and a general overview of developmental education and its purpose, mission, and goals. There are limited number of institutions in the nation that offer graduate courses in developmental education. In addition, roughly 75% of colleges and universities offer courses in developmental education. Therefore, there is a large need for highly-trained developmental education professionals.</p>
<b>(R) University Senate Summary of Rationale</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course provides the underlying tenets of developmental education and a general overview of developmental education and its purpose, mission, and goals. There are limited number of institutions in the nation that offer graduate courses in developmental education. In addition, roughly 75% of colleges and universities offer courses in developmental education. Therefore, there is a large need for highly-trained developmental education professionals.</p>
<b>(S) How Does it Fit into the Departmental Curriculum?*</b>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p>
<b>(T) Is a Similar Class Offered in Other Departments? *</b>	<p>NO</p> <p>Please Provide Comment:</p>
<b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b>	<p>NO</p> <p>Please Provide Comment:</p>

<b>(V) Who is the Target Audience for the Course?*</b>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<b>(W) Implications for Other Departments*</b>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course will be required in the developmental education track of the Master of Education program (MEDU). The core requirements are provided from the Professional Studies department, and the major requirement will be provided from the Developmental Studies department.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Meeting have been ongoing within the College of Education, including Frank Corbett, Kelli Paquette, Laurie Nicholson, Daniel Wissinger, Tricia Shelton, Stephan Schaffrath, Mel Jenkins, Luke Faust, and Amber Racchini. Since the MEDU program has been removed from moratorium, PSE and Developmental Studies agreed that the MEDU was a good fit to include a Developmental Education track.</p>				
<b>(X) Attach Supporting Documents for Implications, if Necessary</b>	<table border="1"> <thead> <tr> <th data-bbox="298 848 435 894">File</th> <th data-bbox="435 848 545 894">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="298 894 545 997"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
<hr/>					
<b>(Y) Are the Resources Adequate?*</b>	<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>The course proposed is online, so an online learning platform will be utilized. For any interactive components for the class, video conferencing will be used. In addition, a telecommunications software can be used for conferences with the student and professor.</p>				

## Distance Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p> <p>distance-education</p>
<b>Course Prefix /Number</b>	DVST
<b>Course Title</b>	600
<b>Type of Proposal</b>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<b>Brief Course Outline</b>	<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>Course Outline:</p> <ul style="list-style-type: none"> <li>• History of developmental education</li> <li>• Legislation impacting developmental education</li> <li>• Purpose of developmental education</li> <li>• Principles of Andragogy</li> <li>• Best practices in developmental education</li> <li>• Learning theories in developmental education</li> <li>• The developmental education student</li> <li>• Delivery methods for developmental education</li> <li>• Teaching techniques for developmental education</li> <li>• Tutoring</li> <li>• Supplemental instruction</li> </ul>
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**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>I have taught courses online both at IUP and other colleges. Further, I have attended D2L training sessions to enhance my methodology on teaching an online course.</p> <p>My qualifications to teach this course includes my personal experiences teaching developmental education for almost 20 years and being an administrator for five years. I attended Kellogg Institute to become a Developmental Education Specialist in 2011. I am active member of three professional organizations that focus on developmental education: National Association for Developmental Education (NADE), College Reading and Learning Association (CRLA), and Teaching Academic Survival and Success(TASS). Further, I am a proposal review board member for both CRLA and TASS national conferences for the past two years. Last year I received permission to teach graduate-level courses at IUP.</p>
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<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Course SLO #</th> <th style="text-align: center;">How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Summarize the history and advancement of developmental education and impact of legislation on current developmental education programs</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Evaluate the best practices of developmental education including curriculum, programs, teaching, and learning</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Critique the strategic delivery methods of developmental education and the underlying theoretical framework</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Examine the principles of developmental education in terms of the mission, goals, and objectives</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Develop a model developmental education program with organizational, administrative, and institutional components</td> </tr> </tbody> </table> <p>Outcomes 1-4, students will be assessed by posting their weekly assigned topic on the discussion board. In addition, they will respond to another classmates' post. Students will upload their papers via a learning management system along with a plagiarism software. Rubrics will be provided prior to turning in the paper.</p> <p>Outcome 5, students will be assessed by presenting their models via video software for the classmates to critique. Further, students will submit a final paper on the model. Both the presentation and final paper will be assessed with a rubric.</p>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	Summarize the history and advancement of developmental education and impact of legislation on current developmental education programs	2	Evaluate the best practices of developmental education including curriculum, programs, teaching, and learning	3	Critique the strategic delivery methods of developmental education and the underlying theoretical framework	4	Examine the principles of developmental education in terms of the mission, goals, and objectives	5	Develop a model developmental education program with organizational, administrative, and institutional components
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<p><b>How will the instructor-student and student-student interaction take place?</b></p> <p>(if applicable)</p>	<p>A learning management system along with a plagiarism software will be utilized. Materials will be posted weekly along with resources and announcements. Students will communicate in the Discussion forum with each other as well as the instructor based on the assignment. Video conferencing will be used during interactive sessions and presentations. A telecommunications software may be used for conferences with students and the instructor during the semester. This will allow for individualized feedback. The course is designed so that students can meet virtually and create connections.</p>
<p><b>How will student achievement be evaluated?</b></p>	<p>Student achievement will be evaluated through written work and presentations. Rubrics for each of the assignments will be provided to the students. In addition, the final presentation will have a rubric. Students will also be evaluated on their Discussion Posts.</p>
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p><b>Academic Integrity Policy and Procedures:</b> IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community - including students, faculty, and staff - are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.</p> <p>All written work will be submitted through a plagiarism software to assess for plagiarism.</p>

## Liberal Studies Section

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

<p><b>If Completing this Section,</b></p> <p><b>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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<p><b>Liberal Studies Course Designations (Check all that apply)</b></p>					
<p><b>Section 1</b></p>					
<p><b>Learning Skills:</b></p>					
<p><b>Knowledge Area:</b></p>					
<p><b>Liberal Studies Elective</b></p>	<p><i>Please mark the competencies(s) that apply - must meet at least one</i></p>				
<p><b>How does this course fit into the designation you indicated above?</b></p>					
<p><b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b></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 <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1" data-bbox="548 1772 1442 1913"> <thead> <tr> <th data-bbox="548 1772 1268 1820">Informed Learners demonstrate:</th> <th data-bbox="1268 1772 1442 1820">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 1820 1268 1913"> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td data-bbox="1268 1820 1442 1913"></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>	
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<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>					

<ul style="list-style-type: none"> <li>• The aesthetic facets of human experience</li> </ul>	
<ul style="list-style-type: none"> <li>• the past and present from historical, philosophical and social perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>• the human imagination, expression and traditions of many cultures</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across disciplines</li> </ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	



<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	
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	2								
3									


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>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.</p>	
<p>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.</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><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<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><b>File Modified</b></p> <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>
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>