

DVST 720 Critical Issues in Developmental Education-NC /DE-2019-02-13

- 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*	Stephan Schaffrath	Proposer Email*	sschaffr@iup.edu
Contact Person*	Stephan Schaffrath	Contact Email*	sschaffr@iup.edu
Proposing Department/Unit*	Developmental Studies	Contact Phone*	724-357-2729

(A) Course Prefix*	DVST
(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> 720
(C) Course Title*	Critical Issues in Developmental Education
(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:3</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="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>(J) Prerequisite(s)</p>	<p>There are no prerequisites, but it is recommended that students take DVST 600 before taking this course</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>distance-education</p>												
<p>(M) Recommended Class Size</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>This is a graduate course that requires instructors to work closely with students on producing new and relevant research in the field in the form of substantial research papers that will need to be graded and returned with meaningful in-depth feedback. Online students specifically benefit from substantial feedback on reading logs. The class size should also be conducive to forum discussions.</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>Introduces graduate students to the social, political, ethical, and economic issues in developmental education, followed by the students' own targeted research to produce publishable research papers on specific aspects of developmental education. This course emphasizes students' analytical, evaluative, and creative learning skills. Students will have the opportunity to study in-depth topics of particular interest to them. This course is one of five required courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students.</p>												
<p>(O) Student Learning Outcomes* (SLO)</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. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="324 1228 1485 1648"> <thead> <tr> <th data-bbox="324 1228 414 1302">SLO #</th> <th data-bbox="414 1228 941 1302">Outcome</th> <th data-bbox="941 1228 1485 1302">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 1302 414 1417">1</td> <td data-bbox="414 1302 941 1417">Evaluate continuing and current issues in the field of developmental education</td> <td data-bbox="941 1302 1485 1417">Various assignments throughout the semester: research papers, graded reflection logs, and graded class discussions in response to assigned academic, peer-reviewed, and other appropriate readings.</td> </tr> <tr> <td data-bbox="324 1417 414 1533">2</td> <td data-bbox="414 1417 941 1533">Evaluate existing knowledge in the field of developmental education through primary and secondary research</td> <td data-bbox="941 1417 1485 1533">Various assignments throughout the semester: research papers, graded reflection logs and graded class discussions in response to assigned academic, peer-reviewed, and other appropriate readings.</td> </tr> <tr> <td data-bbox="324 1533 414 1648">3</td> <td data-bbox="414 1533 941 1648">Create new knowledge in the field of developmental education through synthesis and application of existing knowledge in secondary research and possibly by conducting some primary research.</td> <td data-bbox="941 1533 1485 1648">Research papers that students produce on very specific topics about teaching developmental students as well as class discussions as incubators and as testing beds of new ideas.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Evaluate continuing and current issues in the field of developmental education	Various assignments throughout the semester: research papers, graded reflection logs, and graded class discussions in response to assigned academic, peer-reviewed, and other appropriate readings.	2	Evaluate existing knowledge in the field of developmental education through primary and secondary research	Various assignments throughout the semester: research papers, graded reflection logs and graded class discussions in response to assigned academic, peer-reviewed, and other appropriate readings.	3	Create new knowledge in the field of developmental education through synthesis and application of existing knowledge in secondary research and possibly by conducting some primary research.	Research papers that students produce on very specific topics about teaching developmental students as well as class discussions as incubators and as testing beds of new ideas.
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<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>Outline:</p> <ul style="list-style-type: none"> • Developmental education versus remediation • Is there such a thing as a developmental student? Identity politics, on and off campus • Developmental education in the hot seat: the politics of teaching struggling students • Vicious cycles of socio-economics common to developmental students • Addressing learning disabilities in developmental education • Developmental education for developmental educators: holistic professional development • Institutional challenges and best practices for developmental education • Developmental education and its related disciplines • Working across the curriculum: building learning communities • Primary and secondary research in developmental education
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>This course is one of five required courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students. It introduces graduate students to the social, political, ethical, and economic issues in developmental education, followed by the students' own targeted research to produce one or several publishable research papers on one specific aspect of developmental education. This course emphasizes students' analytical, evaluative, creative learning skills. The main purpose of this course is to help graduate students grow as practitioners, researchers, and mentors in the field of Developmental Education, equipping them with a critical understanding and the competency needed to assist developmental students to succeed with their academic goals and, by extension, with their professional goals.</p> <p>In addition, this course will be required for the MEd in Developmental Education.</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>This course is one of five required courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students. It introduces graduate students to the social, political, ethical, and economic issues in developmental education, followed by the students' own targeted research to produce one or several publishable research papers on one specific aspect of developmental education. This course emphasizes students' analytical, evaluative, creative learning skills. The main purpose of this course is to help graduate students grow as practitioners, researchers, and mentors in the field of Developmental Education, equipping them with a critical understanding and the competency needed to assist developmental students to succeed with their academic goals and, by extension, with their professional goals.</p> <p>In addition, this course will be required for the MEd in Developmental Education.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Other</p> <p>If Other, please explain:</p> <p>This course is one of five DVST courses which make up the Developmental Studies Track for the revitalized Master's program of the Professional Studies in Education Department.</p>

<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</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>The course is a required part of the Developmental Studies Track of the MEDU Master's program offered by the Department of Professional Studies in Education.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Other</p> <p>If Other, please explain:</p> <p>Students who are enrolled in the MEDU Master's in Education program and who choose the Developmental Studies program are required to take this course. The target audience are professionals who work in educational settings and whose clientele include students who struggle to succeed for a variety of reasons.</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>The Department of Professional Studies in Education offers the core curriculum for the MEDU Master's in Education program. This course is one of five courses that make up one of the tracks for this graduate program.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>The Department of Professional Studies supports the addition of a Developmental Studies track to their MEDU Master's of Education program. 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>				
<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: 40px;"> </td> </tr> </tbody> </table>	File	Modified		
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<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>The main resources utilized by this course are IUP's Learning Management System and the IUP's Library research resources, in particular access to electronic databases.</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>DVST 720</p>
<p>Course Title</p>	<p>Critical Issues in Developmental Education</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>Outline:</p> <ul style="list-style-type: none"> • Developmental education versus remediation • Is there such a thing as a developmental student? Identity politics, on and off campus • Developmental education in the hot seat: the politics of teaching struggling students • Vicious cycles of socio-economics common to developmental students • Addressing learning disabilities in developmental education • Developmental education for developmental educators: holistic professional development • Institutional challenges and best practices for developmental education • Developmental education and its related disciplines • Working across the curriculum: building learning communities • Primary and secondary research in developmental education
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>My academic training in psychology (B.S. in Psychology 1995) and in-depth textual analysis (Ph.D. in Literature and Criticism) uniquely prepare me for research and teaching in the field of developmental education. I have been teaching first-year students for most of the last 23 years. In 2012, I passed an on-boarding course for online instructors for the American Public University System (APUS) and taught composition online for APUS. Since 2013, I have been teaching developmental courses (Intro to Higher Education, Learning Strategies, Career Exploration, Reading for College Study, and Intro to Critical Reading and Thinking) for IUP's Department of Developmental Studies. In previous years, I have taught developmental writing courses as well as Liberal Studies Composition and Literature courses. I regularly utilize and incorporate D2L interactive learning tools, such as discussion boards, in particular to make up for class meetings when I could not personally hold class. Currently I work with Dr. Erin Conlin of IUP's History Department's on creating a developmental-student-friendly Liberal Studies online curriculum consisting of milestone documents. In 2018, I was certified a Developmental Education Specialist by the the Kellogg Institute. I shared the research finding of my Kellogg Institute Campus Innovation Project about best practices of course pairing with the Provost's Office, my Dean, and my Department chair. I have presented workshops on academic research and applied teaching methods at the Pennsylvania Association of Developmental Educators (PADE) Annual Conference every year since 2014. And, I have been serving on the Executive Board of PADE since August 2018.</p>

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>This student learning outcome will be assessed by means of various assignments throughout the semester: research papers, graded reflection logs, and graded online discussion forums in response to assigned academic, peer-reviewed, and other appropriate readings.</td> </tr> <tr> <td>2</td> <td>This student learning outcome will be assessed by means of various assignments throughout the semester: research papers, graded reflection logs and graded online discussion forums in response to assigned academic, peer-reviewed, and other appropriate readings.</td> </tr> <tr> <td>3</td> <td>This student learning outcome will be assessed by means of research papers that students produce on very specific topics about teaching developmental students as well as online discussion forums as incubators and as testing beds of new ideas.</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	This student learning outcome will be assessed by means of various assignments throughout the semester: research papers, graded reflection logs, and graded online discussion forums in response to assigned academic, peer-reviewed, and other appropriate readings.	2	This student learning outcome will be assessed by means of various assignments throughout the semester: research papers, graded reflection logs and graded online discussion forums in response to assigned academic, peer-reviewed, and other appropriate readings.	3	This student learning outcome will be assessed by means of research papers that students produce on very specific topics about teaching developmental students as well as online discussion forums as incubators and as testing beds of new ideas.
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<p>For all three SLOs: The course will be set up in a learning management system in such a way that students will receive frequent and sustained feedback from the instructor and become involved in learning activities with other classmates, in particular in highly interactive discussion forums, which will be instructive for students' self-assessment as well as the instructor's assessment of student learning. For SLO 3 in particular, peer-review exercises in discussion forums will be highly useful to assess student learning, not only by the instructor but by students as well. The instructor will therefore be able to assess student learning also by assessing how students discussed their own work as well as their classmates' work.</p>									
<p>How will the instructor-student and student-student interaction take place? (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 program (eg.: Skype or Facetime) may be used for conferences with students and the instructor during the semester, if needed. This will allow for individualized feedback. The course is designed so that students can meet virtually and create connections with other students and the instructor.</p>								
<p>How will student achievement be evaluated?</p>	<p>Students' online discussions, reflection logs, and research papers will be assessed for quality and quantity of academic achievement in this course. Rubrics and/or specific grading criteria for each of the assignments will be provided to the students, so that they will be able to consciously and proactively meet their learning goals.</p>								
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Reflection Logs and Papers will be submitted through a learning management system and automatically screened for duplication. Forum discussions will be monitored by the instructor for authenticity and duplication.</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>
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<p>Liberal Studies Course Designations (Check all that apply)</p>	
<p>Section 1</p>	
<p>Learning Skills:</p>	

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?																															
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<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>																														
Map the Course Outcome to the EUSLO's	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td></td> </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 informatoin 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 	
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	<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 	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal

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,</p> <p>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>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/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<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>