

CHIN 102 Elementary Chinese II-CrsRvs-2018-11-21

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Form Information

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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*

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**Indicates a required field*

Proposer*	Dr. Marveta Ryan-Sams	Proposer Email*	mmryan@iup.edu
Contact Person*	Dr. Marveta Ryan-Sams	Contact Email*	mmryan@iup.edu
Proposing Department/Unit*	Foreign Languages	Contact Phone*	724-357-2325

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B: course_revision liberal-studies <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>This course was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(B) 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 was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The change will not affect this nor any other program.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	CHIN
Proposed Prefix	
(E) Current Number*	102
Proposed Number	
(F) Current Course Title*	Elementary Chinese II
Proposed Course Title	
(G) Prerequisite(s)	CHIN 101
Proposed Prerequisite(s)	

(H) Current Catalog Description	A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing—to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered CHIN course.
Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. identify main ideas or significant information from spoken or recorded Chinese on familiar topics; 2. pronounce Chinese phonemes and tones with consistent accuracy while discussing familiar topics, so as to be understood by a native speaker used to dealing with second-language learners; 3. communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: <ol style="list-style-type: none"> a) list activities of self and others, including daily routine and school activities; b) discuss such topics as language study, transportation, weather, clothes, and food by using learned phrases and expressions; c) negotiate uncomplicated everyday situations such as shopping and dining; d) ask questions to obtain specific information about persons, places, and things; 4. identify and write approximately 500 Chinese characters that make up the vocabulary learned; 5. communicate effectively in written form on familiar topics and use the correct format for Chinese diary entries and letters; 6. recognize the relationships among selected products, practices, and perspectives of Chinese cultures; 7. compare and contrast selected aspects of Chinese cultures with their own culture.
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<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">SLO #</th> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>identify main ideas or significant information from spoken or recorded Chinese on familiar topics;</td> <td>Final Oral Interaction</td> </tr> <tr> <td style="text-align: center;">2</td> <td>pronounce Chinese phonemes and tones with consistent accuracy while discussing familiar topics, so as to be understood by a native speaker used to dealing with second-language learners;</td> <td>Final Oral Interaction</td> </tr> <tr> <td style="text-align: center;">3</td> <td> communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: <ol style="list-style-type: none"> a) list activities of self and others, including daily routine and school activities; b) discuss such topics as language study, transportation, weather, clothes, and food by using learned phrases and expressions; c) negotiate uncomplicated everyday situations such as shopping and dining; d) ask questions to obtain specific information about persons, places, and things; </td> <td>Final Oral Interaction</td> </tr> <tr> <td style="text-align: center;">4</td> <td>identify and write approximately 500 Chinese characters that make up the vocabulary learned;</td> <td>Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in identifying and writing Chinese characters.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>communicate effectively in written form on familiar topics and use the correct format for Chinese diary entries and letters;</td> <td>Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in communicating effectively in the target language.</td> </tr> <tr> <td style="text-align: center;">6</td> <td>recognize the relationships among selected products, practices, and perspectives of Chinese cultures;</td> <td>Discussions and writing assignments (done in or outside of class) will assess students' ability to recognize how products, practices, and perspectives are interrelated within selected cultural phenomena.</td> </tr> <tr> <td style="text-align: center;">7</td> <td>compare and contrast selected aspects of Chinese cultures with their own culture.</td> <td>Discussions and writing assignments (done in or outside of class) will assess students' abilities to compare and contrast selected aspects of cultural phenomena from the cultures studied with similar or analogous phenomena from their own culture.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	identify main ideas or significant information from spoken or recorded Chinese on familiar topics;	Final Oral Interaction	2	pronounce Chinese phonemes and tones with consistent accuracy while discussing familiar topics, so as to be understood by a native speaker used to dealing with second-language learners;	Final Oral Interaction	3	communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: <ol style="list-style-type: none"> a) list activities of self and others, including daily routine and school activities; b) discuss such topics as language study, transportation, weather, clothes, and food by using learned phrases and expressions; c) negotiate uncomplicated everyday situations such as shopping and dining; d) ask questions to obtain specific information about persons, places, and things; 	Final Oral Interaction	4	identify and write approximately 500 Chinese characters that make up the vocabulary learned;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in identifying and writing Chinese characters.	5	communicate effectively in written form on familiar topics and use the correct format for Chinese diary entries and letters;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in communicating effectively in the target language.	6	recognize the relationships among selected products, practices, and perspectives of Chinese cultures;	Discussions and writing assignments (done in or outside of class) will assess students' ability to recognize how products, practices, and perspectives are interrelated within selected cultural phenomena.	7	compare and contrast selected aspects of Chinese cultures with their own culture.	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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,

Unit 6: Dining (9 hours)

- Vocabulary: food items and common dishes, dining in a restaurant and in a student cafeteria
- Grammar: reduplication of adjectives; resultative complement; ... /... /...; adverb/+verb;
- Communicative skills: ordering dishes (including asking the waiter/waitress to recommend dishes); discussing dietary preferences and restrictions; describing food flavors; asking to rush an order; giving instructions or commands in the appropriate social register; dealing with simple complications while dining, such as desired food not being available, or food being incorrectly prepared; discussing the correct or incorrect change after paying for the meal
- Culture: understanding principal cuisines, food culture, and dining etiquette in China

Review and Practice for Oral Exam (2 hour)

Individual Oral Interaction (1 hour)

Cumulative Activity: Final Written Exam

(N) Brief Course Outline

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.

(Give sufficient detail to communicate the

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. **In each unit, students will learn approximately 40 new (not previously learned) characters for vocabulary and grammar related to the theme of the unit.** (The number of characters noted in the outcomes is cumulative and includes characters learned in CHIN 101.) This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples.

content to faculty across campuses.

Review of skills from CHIN 101 and celebration of Chinese New Year (4 hours)

- Course introduction
- Reviewing key words and expressions covered in CHIN 101
- Reviewing Pinyin (Chinese Romanization phonetic system) and practicing it with classical poems (including poems written by women)
- Reviewing similarities and differences between lunar calendar and solar calendar
- Learning Chinese New Year's greetings, both orally and in writing
- Understanding Chinese New Year related cultures (e.g., special food to eat,

traditional and modern celebration activities)

It is not necessary to include specific

reading, calendars or assignments)

Unit 1: Studying Chinese (8 hours)

- Vocabulary: language learning
- Grammar: the adverbs , , and ; double objects; descriptive complements; the use of nouns and pronouns in continuous discourse
- Communicative skills: discussing experiences and opinions in learning Chinese language; commenting on exams and one's language learning levels; describing the way one reads, writes, and speaks Chinese
- Culture: understanding traditional Chinese stationery and history of Chinese writing

Unit 2: School Life (8 hours)

- Vocabulary: daily activities and school life
- Grammar: series of verbs/verb phrases; position of time-when expressions; the particle in a series of realized actions; with polysyllabic adjectives; ...; ;; the adverb
- Communicative skills: describing the routine of a student on campus; writing a simple diary entry; writing a brief letter in appropriate format
- Culture: understanding daily routine of students on campus in China

Unit 3: Shopping (8 hours)

- Vocabulary: colors, clothes, sizes, currency, and payment methods
- Grammar: the modal verb ; measure words; /...()/.../
- Communicative skills: discussing color, size, and fit of clothes and shoes; discussing prices and payment methods; asking for an exchange of merchandise; asking for a better price through bargaining
- Culture: understanding Chinese traditional attire, shopping options in China, and related knowledge (e.g., no sale tax in mainland China, stories of people and scenery appearing on the Chinese paper money)

Unit 4: Transportation (8 hours)

- Vocabulary: winter vacation, means of transportation (e.g., bus, taxi) and communication (e.g., emailing, texting)
- Grammar: topic-comment sentence structure; and ;; ...
- Communicative skills: discussing various means of transportation; giving directions; commenting on the availability of public transportation and describing the traffic in an area; discussing means of communication; offering a ride to someone; and expressing appreciation for a favor
- Culture: understanding transportation systems in China and comparing them with those of the United States

Unit 5: Talking about the weather (8 hours)

- Vocabulary: weather, season, temperature
- Grammar: the participle to indicate change of status; the modal verb ; the comparative marker
- Communicative skills: employing basic terms for weather patterns in four seasons; describing simple weather change; discussing activities to do in accordance with the weather; comparing the weather of two places; presenting a simple weather forecast
- Culture: identifying temperature scale and climate conditions in China

Unit 6: Dining (9 hours)

- Vocabulary: food items and common dishes, dining in a restaurant and in a student cafeteria
- Grammar: reduplication of adjectives; resultative complement; ... /... /...; adverb/+verb;
- Communicative skills: ordering dishes (including asking the waiter/waitress to recommend dishes); discussing dietary preferences and restrictions; describing food flavors; asking to rush an order; giving instructions or commands in the appropriate social register; dealing with simple complications while dining, such as desired food not being available, or food being incorrectly prepared; discussing the correct or incorrect change after paying for the meal
- Culture: understanding principal cuisines, food culture (including food associated with ethnic minority groups), and dining etiquette in China

Review and Practice for Oral Exam (2 hour)

Individual Oral Interaction (1 hour)

Cumulative Activity: Final Written Exam

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>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

Brief Course Outline	<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>
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?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

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

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies liberal-studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i> oral_communication	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs	
	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 	6-7
	<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 	1-5
	<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 information 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 	
	<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 	6-7

How will each outcome be measured

(note should mirror (L) Student Learning

Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

Course SLO #		Assessment Tool to be used to measure the outcome
1	identify main ideas or significant information from spoken or recorded Chinese on familiar topics;	Final Oral Interaction
2	pronounce Chinese phonemes and tones with consistent accuracy while discussing familiar topics, so as to be understood by a native speaker used to dealing with second-language learners;	Final Oral Interaction
3	communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: a) list activities of self and others, including daily routine and school activities; b) discuss such topics as language study, transportation, weather, clothes, and food by using learned phrases and expressions; c) negotiate uncomplicated everyday situations such as shopping and dining; d) ask questions to obtain specific information about persons, places, and things;	Final Oral Interaction
4	identify and write approximately 500 Chinese characters that make up the vocabulary learned;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in identifying and writing Chinese characters.
5	communicate effectively in written form on familiar topics and use the correct format for Chinese diary entries and letters;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in communicating effectively in the target language.
6	recognize the relationships among selected products, practices, and perspectives of Chinese cultures;	Discussions and writing assignments (done in or outside of class) will assess students' ability to recognize how products, practices, and perspectives are interrelated within selected cultural phenomena.
7	compare and contrast selected aspects of Chinese cultures with their own culture.	Discussions and writing assignments (done in or outside of class) will assess students' abilities to compare and contrast selected aspects of cultural phenomena from the cultures studied with similar or analogous phenomena from their own culture.

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</p> <p>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>While CHIN 102 is primarily focused on building language proficiency and introducing students to common cultural products, practices, and perspectives, the courses include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate. China is a diverse country that consists of the Han Chinese majority ethnic group (approximately 90 percent of the whole population) and at least 55 other officially recognized ethnic groups, such as Bai, Dai, Hui, Korean, Manchu, Mongolian, Tibetan, Uyghurs, and Zhuang.</p> <p>For example, in CHIN 102, one unit is on shopping. Students will learn (from the instructor and from websites) about Chinese currency and about the people appearing on the various notes of paper money. These people include the portraits of men and women from various minority ethnic groups. In addition, students learn that since 1962 each version of the Chinese banknotes includes writing in Mandarin Chinese and also in languages associated with four minority groups (Mongolian, Tibetan, Uyghurs, Zhuang). The instructor may introduce further information on the minority groups such as their clothes and customs.</p> <p>The course includes information about some famous mothers of renowned heroes and sages and about remarkable women such as Li Qingzhao, a famous female poet of the Song Dynasty, and Wu Zetian, the only female emperor in Chinese history. Students will read well-known classic poems by the female poet Li Qingzhao along with works by male poets. Students will also learn about the current status of women in China, who are considered equal to men, and who earn equal salaries for the same work as men. Students will learn about the naming conventions for married women (who tend to maintain their father's names). The Chinese government also requires a certain number of women leaders for some levels of government positions.</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>	<p>It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:</p> <ul style="list-style-type: none"> • Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities. • Having students research an aspect of a particular topic (i.e. Chinese traditional holidays, current events) and bring their findings to class for a discussions or activity. • Asking students to locate or to read background information on a well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: biographical information on Li Bai or Li Qingzhao prior to reading their poems; or information on ethnic groups; or information on foods from various regions and ethnic groups.

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>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>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>