

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Liberal Studies</p> <p>If Other, please explain:</p> <p>The course is open to all students and not specifically limited to Communications Media majors. The primary audience is students enrolled in the Effective Teamwork and Communication minor.</p>
<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>Courses on public speaking and presentation making exist in other departments, but none are as specific as this grant-funded course in identifying learning outcomes related to teamwork and team communication.</p> <p>The student learning outcomes and course outline have specifically been aligned with the assessment needs of the Effective Teamwork and Communication minor as well as the assessment needs of the National Science Foundation grant which funds the development of this minor.</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, once approved as a Liberal Studies elective, will provide an additional option for students in this Liberal Studies category. It provides meaningful content in developing information literacy and oral communication skills for all students. It will be a required course for students in the Effective Teamwork and Communication minor.</p>
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Liberal Studies</p> <p>If Other, please explain:</p> <p>The course is open to all majors, but primarily intended for students who are enrolled in the Teamwork minor.</p>
<p>(W) Implications for Other Departments*</p>	<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 have no negative impact on offerings by other departments. Other courses on presentation making are specific to individual majors.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>The primary authors of the NSF grant, from which this course was developed, have held meetings with the deans of each college at IUP to explain the nature of the Effective Teamwork and Communication minor and the assessment plan associated with the grant. The minor and the individual courses have the support of the college deans.</p>
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: auto;"/>

(Y) Are the Resources Adequate?*	<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>A traditional classroom setting will be sufficient for this course.</p>
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Distance Education Section

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

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
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?	

Expected Undergraduate Student

Learning Outcomes (EUSLOs)

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

COMM 261 meets these EUSLOs for Liberal Studies Electives from the Empowered Learner learning outcomes.

Students will demonstrate

Student Learning Outcome	Assessment
Problem solving skills using a variety of methods and tools	Presentation, writing, reading and evaluation assignments
The ability to work within complex systems and with diverse groups.	Presentation #4
Critical thinking skills including analysis, application and evaluation	Presentation, writing, reading and evaluation assignments
Reflective thinking and the ability to synthesize information and ideas	Presentation, writing, reading and evaluation assignments.

The course also meets the outcomes for the information literacy competency:

Students will demonstrate:

Student Learning Outcome	Assessment
Effective oral and written communication abilities	Presentation and writing assignments
Ease with textual, visual and electronically mediated literacies	Presentation and writing assignments
Information literacy skills, including the ability to access, evaluate, interpret and use information from a variety of sources	Presentation, writing and reading assignments
Critical thinking skills, including analysis, application and evaluation	Presentation, writing, reading and evaluation assignments
Intellectual honesty	Presentation, writing, reading assignments, 5lect



