

CRIM 681 Special Topics - Community College Teaching-A-DEAdd-2015-10-14

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Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "**DRAFT**" is in yellow at the top of the proposal

Fourth Step: Click on **EDIT CONTENTS** and start completing the template. When exiting or 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.

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

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Proposing Department/Unit*	Criminology	Contact Phone*	724-357-5608

Course Level*	graduate-level
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Distance Education Section

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

Course Prefix /Number*	CRIM 681
Course Title*	Special Topics - Community College Teaching
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<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>

1. Examine the role of community colleges and adjunct faculty in higher education.
2. Compare and contrast different pedagogical practices and their application in the online and offline classroom.
3. Appraise the use of online resources for teaching, such as YouTube videos, test banks, and websites.
4. Generate an original syllabus, lecture notes and relevant powerpoint slides, assignments (for online and offline delivery), teaching philosophy statement and varied typed exam questions for a teaching portfolio.

Course Outline

*Fall 2015, the department changed the online MA class offerings to 7.5 week courses for fall and spring semesters, though summer classes will be 10 week sessions due to content and expectations. This specific course will be offered Spring 2016, as a 7.5 week class.

Week 1 Community College Teaching (4 hours)

- Role of community colleges in higher education
- Role of adjunct instructors and requirements
- Explore community colleges courses
- Discuss demographics of community college students
- Understand role of articulation agreements

Week 2 Pedagogical Theory/Practices/Techniques (6 hours)

- Defining Pedagogy
- Discussion of theory
- Application examples of theory
- Developing a teaching philosophy

Week 3 Face-to-face vs. Online Teaching (8 hours)

- Similarities and differences
- Student learning and success in differing formats
- Teaching strategies in face-to-face vs. online
- Effective teaching strategies in both designs

Week 4 Syllabus Development (5 hours)

- Requirements for community college
- Required textbook or freedom to choose a text
- Assessing available college resources
- Structuring and developing a course schedule of content
- Syllabus as a 'contract'

Week 5 Devising a Lecture (6 hours)

- Online vs. offline similarities and differences
- Amount of information related to time
- Publisher resources
- Incorporating of videos, websites, group activities, and other media sources
- Use and abuse of powerpoint

Week 6 Creating Relevant Assignments (6 hours)

- Face-to-face option
- Online activities
- Publisher resources
- Application of concepts in assignments
- Resources/Journals for assignment examples (Teaching Sociology and Journal of Criminal Justice Education)

Week 7 Exam Questions (4 hours)

- Types and uses of exam questions
- Online vs. face-to-face challenges
- [Turnitin.com](https://www.turnitin.com)
- Use of test banks

Final Activity: Teaching Portfolio Due (3 hours)

Evaluation Methods

This course will be evaluated by the following methods

- Weekly Discussion Posts (20%) – Discussion questions/Threaded discussions will address readings, relevant current events, application of pedagogy, and challenges with portfolio materials.
- Weekly Assignments (20%) – Assignments will encompass the various components of the portfolio such as a teaching philosophy statement, draft of a syllabus, lecture outline, draft of assignments and exam questions.
- Peer Feedback Exercises (20%) – Students will share their teaching philosophy statement, assignments, and syllabus with a peer for feedback to strengthen and learn to give effective feedback to future students.
- Teaching Portfolio (40%) – Students will submit final version of their teaching philosophy, syllabus, lecture, assignment and exam questions as a unified document/portfolio.

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?*

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

