

DVST 731 Capstone in Developmental Education-CrsRvs-2019-08-27

- 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 Introduction 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 Page Status link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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

Course Level*	graduate-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_title_change	course_revision distance-education
	<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><i>Check the APPROVED DE Course List - ON THE I-WIKI DOCUMENTS PAGE before completing the Distance Education (DE) section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.</i></p>

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>The word "practicum" is being replaced by "capstone."</p>

(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Courses offered through distance education cannot be named "practicum." Therefore, the revision is to eliminate any language referring to practicum.</p>
(C) Implications of the change on the program, other programs and the Students:*	None

Current Course Information*	
Category A	
(D) Current Prefix*	
Proposed Prefix	
(E) Current Number*	
Proposed Number	
(F) Current Course Title*	Practicum in Developmental Education
Proposed Course Title	Capstone in Developmental Education
(G) Current Prerequisite(s)	
Proposed Prerequisite(s)	<p><i>Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. <u>Please do not leave either prerequisite field blank.</u> If both the current and proposed prerequisites are 'none', please write 'none' in both boxes.</i></p>
(H) Current Catalog Description	
Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>	
Category B (if no change,09.73 no c3o2332.92 k9.73 no c3o 227.96 409.35 227.96 409.73 	

<p>(K) Current Course Student</p> <p>Learning Outcomes (SLOs)</p>	<table border="1"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply theory and practice to the practicum experience</td> <td>individualized meetings, reflective writing assignments, and discussions</td> </tr> <tr> <td>2</td> <td>Analyze the similarities and differences between philosophical approaches versus practicum experience</td> <td>Reflective writing and discussions</td> </tr> <tr> <td>3</td> <td>Evaluate preferences for professional experience, institutional type, and job responsibilities</td> <td>culminating project</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Apply theory and practice to the practicum experience	individualized meetings, reflective writing assignments, and discussions	2	Analyze the similarities and differences between philosophical approaches versus practicum experience	Reflective writing and discussions	3	Evaluate preferences for professional experience, institutional type, and job responsibilities	culminating project
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<p>(L) Proposed Course Student</p> <p>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"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply theory and practice to the capstone experience</td> <td>individualized meetings, reflective writing assignments, and discussions</td> </tr> <tr> <td>2</td> <td>Analyze the similarities and differences between philosophical approaches versus capstone experience</td> <td>Reflective writing and discussions</td> </tr> <tr> <td>3</td> <td>Evaluate preferences for professional experience, institutional type, and job responsibilities</td> <td>culminating project</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Apply theory and practice to the capstone experience	individualized meetings, reflective writing assignments, and discussions	2	Analyze the similarities and differences between philosophical approaches versus capstone experience	Reflective writing and discussions	3	Evaluate preferences for professional experience, institutional type, and job responsibilities	culminating project
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<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</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>COURSE OUTLINE</p> <ul style="list-style-type: none"> • Practicum Expectations and Goals • Describing the Practicum Experience, Desired Outcomes, and Focus Area • Meetings with Practicum Instructor • The Practicum Experience (Activity log and developing products from the experience) • Guidelines for Culminating Report • Evaluate activity log and practicum progress • Evaluation of Practicum Experience and the Student 												
<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the 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>COURSE OUTLINE</p> <ul style="list-style-type: none"> • Capstone Expectations and Goals • Describing the Capstone Experience, Desired Outcomes, and Focus Area • Meetings with Capstone Instructor • The Capstone Experience (Activity log and developing products from the experience) • Guidelines for Culminating Report • Evaluate Activity Log and Capstone Progress • Evaluation of Capstone Experience and the Student 												

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

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education distance-education
Course Prefix /Number	DVST 731
Course Title	Capstone in Developmental Education
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> <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> COURrg BT116o4f 1 0 0 1 55.88 700.72 Tm (this Section,)Tj ET BT /F1 7.5 Tf 1DVST 731 <ul style="list-style-type: none">••••••

<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>3</td> <td>Evaluate preferences for professional experience, institutional type, and job responsibilities</td> </tr> <tr> <td>2</td> <td>Analyze the similarities and differences between philosophical approaches versus capstone experience</td> </tr> <tr> <td>1</td> <td>Apply theory and practice to the capstone experience</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	3	Evaluate preferences for professional experience, institutional type, and job responsibilities	2	Analyze the similarities and differences between philosophical approaches versus capstone experience	1	Apply theory and practice to the capstone experience
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<p>These student learning outcomes will be assessed by using an online learning management system.</p> <p>Outcomes 1-2, students will be assessed by posting to the discussion board based on assigned topic. In addition, they will respond to another classmates' posts. Students will upload reflective writing assignments via a learning management system along with a plagiarism software. Rubrics will be provided prior to turning in writing assignments. Lastly, for outcome 1, students will create a presentation that describes theoretical approaches used and practiced throughout the capstone experience.</p> <p>Outcome 3, students will submit a culminating final project and share it with classmates. A rubric will be provided prior to turning in the project.</p> <p>Lastly, individualized meetings will be scheduled via video conference throughout the semester.</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 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>How will student achievement be evaluated?</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 culminating project will have a rubric. Students will also be evaluated on their Discussion Posts.</p>								
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic Integrity Policy and Procedures: 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>								

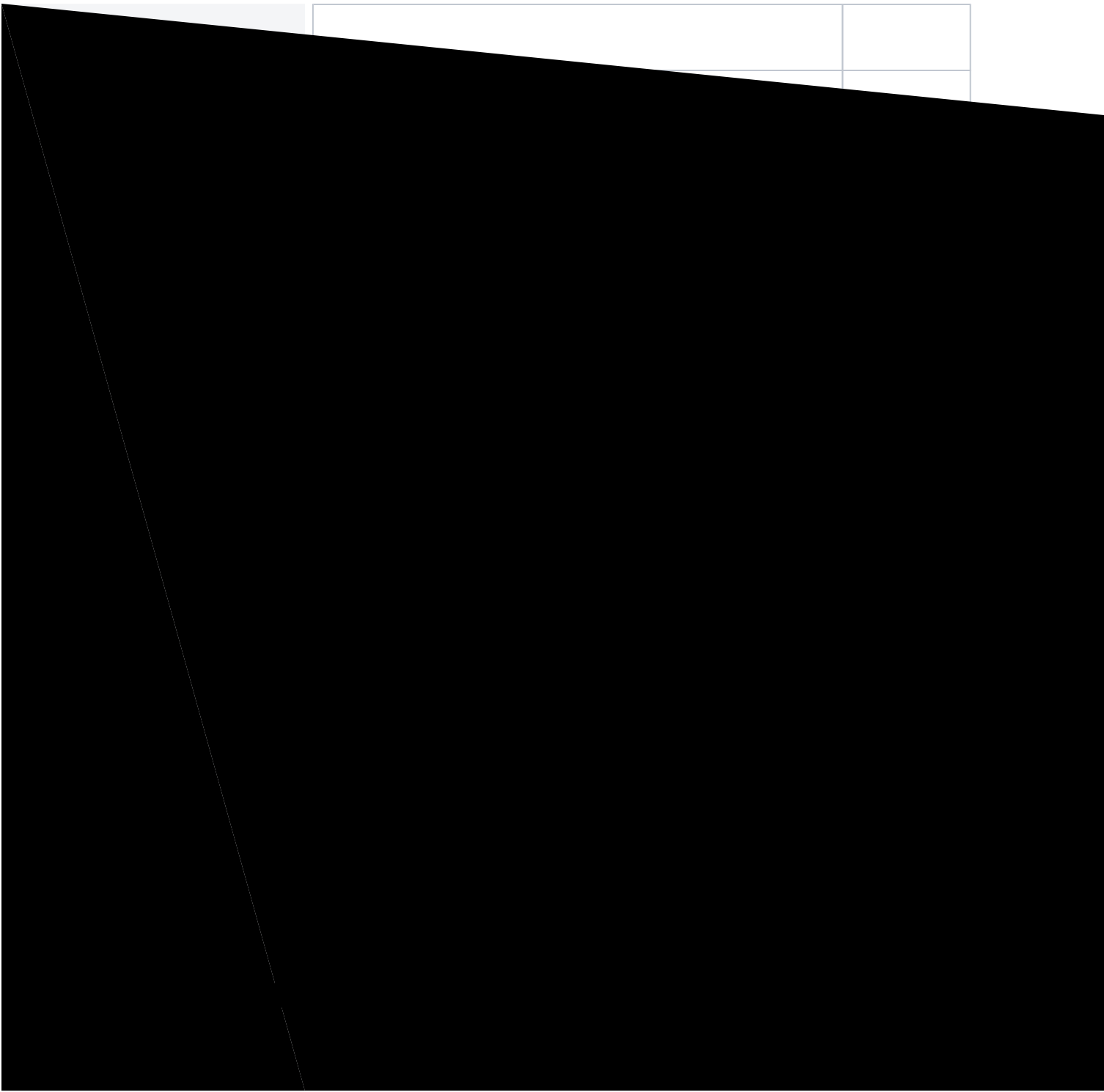
Liberal Studies Section

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


<p>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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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>																																				
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1" data-bbox="548 369 1442 1919"> <thead> <tr> <th data-bbox="548 369 1268 422">Informed Learners demonstrate:</th> <th data-bbox="1268 369 1442 422">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 422 1268 512"> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td data-bbox="1268 422 1442 512"></td> </tr> <tr> <td data-bbox="548 512 1268 602"> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td data-bbox="1268 512 1442 602"></td> </tr> <tr> <td data-bbox="548 602 1268 693"> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td data-bbox="1268 602 1442 693"></td> </tr> <tr> <td data-bbox="548 693 1268 783"> <ul style="list-style-type: none"> the human imagr </td> <td data-bbox="1268 693 1442 783"></td> </tr> <tr> <td data-bbox="548 783 1268 873"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 783 1442 873"></td> </tr> <tr> <td data-bbox="548 873 1268 963"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 873 1442 963"></td> </tr> <tr> <td data-bbox="548 963 1268 1054"></td> <td data-bbox="1268 963 1442 1054"></td> </tr> <tr> <td data-bbox="548 1054 1268 1144"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1054 1442 1144"></td> </tr> <tr> <td data-bbox="548 1144 1268 1234"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1144 1442 1234"></td> </tr> <tr> <td data-bbox="548 1234 1268 1325"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1234 1442 1325"></td> </tr> <tr> <td data-bbox="548 1325 1268 1415"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1325 1442 1415"></td> </tr> <tr> <td data-bbox="548 1415 1268 1505"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1415 1442 1505"></td> </tr> <tr> <td data-bbox="548 1505 1268 1596"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1505 1442 1596"></td> </tr> <tr> <td data-bbox="548 1596 1268 1686"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1596 1442 1686"></td> </tr> <tr> <td data-bbox="548 1686 1268 1776"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1686 1442 1776"></td> </tr> <tr> <td data-bbox="548 1776 1268 1866"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1776 1442 1866"></td> </tr> <tr> <td data-bbox="548 1866 1268 1919"> <ul style="list-style-type: none"> </td> <td data-bbox="1268 1866 1442 1919"></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 imagr 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 				<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	
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	<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>