

HPED 319 Preprofessional Experience II

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" 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

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Proposing Department/Unit*	KHSS	Contact Phone*	7-6248

Course Level* undergraduate-level

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:
catalog_desc_change course_title_change mod_prereq	<p>* Teacher Education: Please complete the Teacher Education section of this form (below)</p> <p>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</p> <p>* Distance Education: Please complete the Distance Education section of this form (below)</p>

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:*	The course has not been revised for 20+ years. Prerequisites, catalog description and course descriptions are inaccurate.
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(B) University Senate Summary of Rationale*

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

The course has not been updated for 20+ years. It is being revised to fit current trends and requirements.

(C) Implications of the change on the program, other programs and the Students:*

The course is being revised to reflect current university policies and trends.

Current Course Information*

Proposed Changes

Category A

<p>(D) Current Prefix* HPED</p> <p>(E) Current Number* 319</p> <p>(F) Current Course Title* Preprofessional Experience II</p> <p>(G) Prerequisite(s) Junior Status, HPED 343 and 411 with a C or better</p> <p>(H) Current Catalog Description Students may request and assisting/teaching/leadership assignment in certain university-related areas that may be either instructional or noninstructional in nature. Examples of such professional areas are adaptive, recreation, dance, coaching, aquatics, intramurals, administration, elementary, service or major classes, club activities and assisting in laboratory or the training room.</p>	<p>Proposed Prefix</p> <p>Proposed Number</p> <p>Proposed Course Title Field Practicum</p> <p>Proposed Prerequisite(s) Sophomore Status</p> <p>Proposed Catalog Description Provides an initial experience in the professional work setting. Designed to combine classroom theory with practical application through job-related experience to build on professional knowledge and skills.</p>
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If changing Category A, no further action required.

Category B (if no change, leave blank)

<p>(I) Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>(J) Current Course (Student Learning) Outcomes</p>	<p>Proposed Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>Proposed Course (Student Learning) Outcomes</p> <ol style="list-style-type: none"> 1. Obtain practical, worksite-based experience in a variety of sport or other physical activity settings where students may potentially seek employment. 2. Integrate knowledge obtained from undergraduate programs into work experience. 3. Explore various employment opportunities as a result of field experiences. 4. Apply field experience to coursework in students' academic curriculum.
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(K) Dual Listed Courses Only:

List Current Learning

Outcomes for the

Higher-Level Course

(L) Brief Course Outline

As outlined by the federal definition of a "credit hour", the following should be a consideration

(It is acceptable to copy

regarding student work - For every one hour of classroom or direct faculty instruction,

from old syllabus)

there should be a minimum of two hours of out of class student work.

Dual Listed Courses Only:

List Proposed Learning

Outcomes for the

Higher-Level Course

Brief Course Outline

As outlined by the federal definition of a "credit hour", the following should be a consideration

(Give sufficient detail to communicate the

content to faculty across campus.

It is not necessary to include specific

readings, calendar or assignments)

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.

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

See CBA, Art. 42.D.1 for Definition

Brief Course Outline

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

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.

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:

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

Liberal Studies
Elective

Please mark the designation(s) that apply - must meet at least one

Expected
Undergraduate
Student

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

Learning Outcomes
(EUSLOs)

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

Description of the
Required

Narrative on how the course will address the Selected Category Content

Content for this
Category

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

**If Completing
this Section,**

**Check the
Box to the
Right:**

**Course
Designations:**

**Key
Assessments**

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ▲

No files shared here yet.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: