

LLCP 200 Co-Curricular Activity Lab III/IV -NewCrs-2018-10-18

- 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 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**” (*not Save Draft*) 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*

Proposer*	Justin Fair	Proposer Email*	jfair@iup.edu
Contact Person*	Justin Fair	Contact Email*	jfair@iup.edu
Proposing Department/Unit*	LLCP	Contact Phone*	7-4477

(A) Course Prefix*	LLCP
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 200
(C) Course Title*	Co-Curricular Activity Lab III/IV
(D) Course Level*	undergraduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:0</p> <p>Lab Hours:2</p> <p>Credits:0.5cr</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>YES</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated: 0.5</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated: 1</p>
<p>(J) Prerequisite(s)</p>	<p>None</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>Enrolled in a Living-Learning Certificate Program</p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <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>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>												
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>A second-year practical co-curricular experience to enhance the course work contained in the Living Learning Certificate Program.</p>												
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 953 1485 1190"> <thead> <tr> <th data-bbox="326 953 415 1031">SLO #</th> <th data-bbox="415 953 1219 1031">Outcome</th> <th data-bbox="1219 953 1485 1031">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1031 415 1079">1</td> <td data-bbox="415 1031 1219 1079">Apply certificate skills specific to curricular topics in a co-curricular setting.</td> <td data-bbox="1219 1031 1485 1079">Co-curricular experiences</td> </tr> <tr> <td data-bbox="326 1079 415 1146">2</td> <td data-bbox="415 1079 1219 1146">Demonstrate communication skills learning through curricular and co-curricular experiences from all Living Learning Certificate Programs.</td> <td data-bbox="1219 1079 1485 1146">Presentations during co-curricular meetings</td> </tr> <tr> <td data-bbox="326 1146 415 1190">3</td> <td data-bbox="415 1146 1219 1190">Demonstrate the ability to work within and across diverse groups.</td> <td data-bbox="1219 1146 1485 1190">Co-curricular experiences</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Apply certificate skills specific to curricular topics in a co-curricular setting.	Co-curricular experiences	2	Demonstrate communication skills learning through curricular and co-curricular experiences from all Living Learning Certificate Programs.	Presentations during co-curricular meetings	3	Demonstrate the ability to work within and across diverse groups.	Co-curricular experiences
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(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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Please note that multiple Living Learning Certificate Programs will be using this course, each having separate co-curricular experiences and plans that will enhance and reinforce their particular certificate program.</p> <p>Students will work within their certificate program to enhance their understanding and skill ability using co-curricular experiences. A minimum of 13 weekly activities will be jointly planned by the faculty team, staff, and graduate assistants of the certificate program. As students progress across their 4-semester LLCP journey, LLCP experiences will evolve with the students as they build their community. LLCP 100 will focus more on-campus resources and an introduction to the skills that will be emphasized during the certificate program. The second semester will focus on building and applying skills specific to each certificate. LLCP continues to focus on applications of skills with the fourth semester preparing students to present, share, and prepare for internship interviews.</p> <p>Example Student Experiences Include:</p> <ul style="list-style-type: none"> • Career workshops; • Invited guest workshops; • Service learning experiences; • Presentations of work related to curricular learning outcomes; • Field trips related to curricular learning outcomes; and • Community building experiences. <p>Students will use Crimson Connect to create and track a co-curricular path.</p> <p>Students will write a reflection paper at the midterm and at the end of the semester for assessment purposes. Students will create, share, and evaluate reflection papers that focus on the integration of curricular and skill specific co-curricular experiences.</p>
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Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	<p>Living and Learning combines curricular and co-curricular activities to enhance educational value and is known as a high impact practice. This course will provide a dedicate time for students of each certificate program to perform co-curricular activities that reinforce curricular components of the certificate. Faculty and staff will be better able to coordinate their efforts to support co-curricular activities. LLCP will utilize the residence halls in the way which they were envisioned for the residential revival.</p>
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Living and Learning combines curricular and co-curricular activities to enhance educational value and is known as a high impact practice. This course will provide a dedicate time for students of each certificate program to perform co-curricular activities that reinforce curricular components of the certificate. Faculty and staff will be better able to coordinate their efforts to support co-curricular activities. LLCP will utilize the residence halls in the way which they were envisioned for the residential revival.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>If Other, please explain:</p>
(T) Is a Similar Class Offered in Other Departments?*	<p>NO</p> <p>Please Provide Comment:</p>
(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	<p>YES</p> <p>Please Provide Comment:</p> <p>All IUP students will be able to enroll in any one of the Living Learning Certificate programs. Much like special topics courses, these certificate programs will each have varying topics that run for 4 semesters. Most certificate programs will be expected to continually run, starting a new cycle each year. Each Certificate Program aims to provide enrolled students with a skill that will set them apart from their graduating classes around the country.</p>

(V) Who is the Target Audience for the Course?*	<p>Other</p> <p>If Other, please explain:</p> <p>Available to all IUP Students who enroll in the Living Learning Certificate Program.</p>				
(W) Implications for Other Departments*	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>N/A</p>				
(X) Attach Supporting Documents for Implications, if Necessary	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">File</th> <th style="width: 50%; text-align: center;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
(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>Faculty Workload:</p> <p>The faculty LLC co-director will be assigned the LLCP 100 and 200 courses as the faculty member of record. The 3-hour workload assigned each semester will be paid by the 0.5 credits of tuition generated per student. Remaining funds from the tuition will be used to help cover costs associated with the co-curricular activities.</p> <p>A minimum of two certificate programs, consisting of 48-50 student each, will be run during the pilot phase generating approximately 40,000 in tuition and fees.</p> <p>Having students pay a minimal tuition dollars will promote the importance of the co-curricular activities, better linking them to the academic portion of the certificate.</p> <p>The co-curricular activities of each certificate program will be planned and implemented by the faculty certificate's team, including the faculty team members, faculty LLC co-director, and graduate assistant.</p>				

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:	NOTE: you must check this box if the Course has previously been approved for Distance Education
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.	<table border="1" data-bbox="459 716 1305 905"> <thead> <tr> <th data-bbox="459 716 634 768">Course SLO #</th> <th data-bbox="634 716 1305 768">How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 768 634 821">1</td> <td data-bbox="634 768 1305 821"></td> </tr> <tr> <td data-bbox="459 821 634 863">2</td> <td data-bbox="634 821 1305 863"></td> </tr> <tr> <td data-bbox="459 863 634 905">3</td> <td data-bbox="634 863 1305 905"></td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1		2		3	
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3									
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
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Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																																		
How does this course fit into the designation you indicated above?																																			
<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 EUSLO's that apply. Fill in the course outcome number. See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th data-bbox="540 470 1269 522">Informed Learners demonstrate:</th> <th data-bbox="1269 470 1443 522">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 522 1269 613"> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td data-bbox="1269 522 1443 613"></td> </tr> <tr> <td data-bbox="540 613 1269 703"> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td data-bbox="1269 613 1443 703"></td> </tr> <tr> <td data-bbox="540 703 1269 793"> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td data-bbox="1269 703 1443 793"></td> </tr> <tr> <td data-bbox="540 793 1269 884"> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td data-bbox="1269 793 1443 884"></td> </tr> <tr> <td data-bbox="540 884 1269 974"> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td data-bbox="1269 884 1443 974"></td> </tr> <tr> <td data-bbox="540 974 1269 1064"> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td data-bbox="1269 974 1443 1064"></td> </tr> <tr> <th data-bbox="540 1064 1269 1117">Empowered Learners demonstrate:</th> <th data-bbox="1269 1064 1443 1117">Course SLO #</th> </tr> <tr> <td data-bbox="540 1117 1269 1207"> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td data-bbox="1269 1117 1443 1207"></td> </tr> <tr> <td data-bbox="540 1207 1269 1297"> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td data-bbox="1269 1207 1443 1297"></td> </tr> <tr> <td data-bbox="540 1297 1269 1388"> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td data-bbox="1269 1297 1443 1388"></td> </tr> <tr> <td data-bbox="540 1388 1269 1493"> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td data-bbox="1269 1388 1443 1493"></td> </tr> <tr> <td data-bbox="540 1493 1269 1604"> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td data-bbox="1269 1493 1443 1604"></td> </tr> <tr> <td data-bbox="540 1604 1269 1694"> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td data-bbox="1269 1604 1443 1694"></td> </tr> <tr> <td data-bbox="540 1694 1269 1785"> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td data-bbox="1269 1694 1443 1785"></td> </tr> <tr> <td data-bbox="540 1785 1269 1875"> <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas </td> <td data-bbox="1269 1785 1443 1875"></td> </tr> <tr> <th data-bbox="540 1875 1269 1927">Responsible Learners demonstrate:</th> <th data-bbox="1269 1875 1443 1927">Course SLO #</th> </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 imagination, expression and traditions of many cultures 		<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 		<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 #
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	<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 	

<p>How will each outcome be measured (note should mirror (O) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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	3									

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 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>	
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<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>	
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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>	

Key Assessments	
	<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 style="text-align: center;">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 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

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>