

## Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

Contact Person:	Lucinda Willis	Email Address:	willisl@iup.edu
Proposing Depart/Unit:	Adult and Community Education	Phone:	724.357.5689

Course Prefix/Number	BTED 103
Course Title	Advanced Microsoft Word Applications for Research Paper Preparation
Adding DE to an Already Approved Course	<input type="checkbox"/> Yes – <i>Template E only required</i> <input checked="" type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <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>	Click here to enter text.

### 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?	The instructor has been teaching in an online environment for 13 years, and has taught this topic in class, as well as online in the past.
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	<p><b>Course Outcomes:</b> After completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Examine standard formatting requirements in academic writing, and become proficient with developing production-ready documents.</li> <li>2. Demonstrate proficiency using the advanced features of word processing software.</li> </ol> <p>For Objectives 1 and 2, students will learn to apply advanced features of word processing in their research papers utilizing video presentations, readings, and models of correctly formatted research papers.</p>

Template E

	<p>3. Utilize advanced features that comprise documentation building features of word processing software.</p> <p>Building on Objectives 1 and 2, students will use advanced features of word processing to prepare a research paper in their major area of study. These papers will be posted to the discussion forum, critiqued by other members of the students in the class, as well as the instructor.</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Student-to-student, and student-to-instructor communication will take place through a number of avenues: through the use of a course management system, course discussion, homework, group work, and audio/video presentations of pertinent information.</p>
<p>How will student achievement be evaluated?</p>	<p>Course Outcomes: After completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Examine standard formatting requirements in academic writing, and become proficient with developing production-ready documents.</li> <li>2. Demonstrate proficiency using the advanced features of word processing software.</li> <li>3. Utilize advanced features that comprise documentation building features of word processing software.</li> </ol> <p>The research paper submitted by students will be assessed by using a rubric that identifies the following criteria, including: creating table of contents, footnotes/endnotes, bibliography/references, use of in-text citations, use of in-text figures, and tables and graphics.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p><b>Academic Honesty:</b>  The following academic integrity policy appears in all syllabi for all online courses I teach. Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:</p> <ul style="list-style-type: none"> <li>• Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.</li> <li>• Using unauthorized materials and resources during examinations or quizzes.</li> <li>• Plagiarism, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.</li> <li>• Using the same paper or presenting work more than once without instructor authorization.</li> <li>• Possessing course examination materials without the prior knowledge and consent of the instructor.</li> <li>• Engaging in behaviors that are disruptive or threatening to others.</li> <li>• Using computer technology in any way other than for the purposes intended for the course.</li> </ul> <p>Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at <a href="http://www.iup.edu/graduatestudies/catalog">http://www.iup.edu/graduatestudies/catalog</a></p>

**Subject:** Fwd: BTED Courses  
**From:** "Dr. David T. Smith" <dtsmith@iup.edu>  
**Date:** 4/3/2015 3:16 PM  
**To:** curriculum-approval@iup.edu  
**CC:** "Pankaj (PC)" <pankaj@iup.edu>, "Fries, Terrence P" <t.fries@iup.edu>, "O'Neil, Therese D" <Therese.ONeil@iup.edu>

Dear Committee Members,

The Computer Science department concurs with ISDS assessment of BTED 102, BTED 103, and BTED 104. Thus, the Computer Science department joins with ISDS to formally object to these courses.

Best Regards,  
-dave smith

----- Original Message -----

**Subject:**BTED Courses  
**Date:**Fri, 3 Apr 2015 12:27:28 -0400  
**From:**Pankaj (PC) <pankaj@iup.edu>  
**Organization:**Indiana University of Pennsylvania  
**To:**<curriculum-approval@iup.edu>  
**CC:**<ecob-im@iup.edu>, "Dr. David T. Smith" <dtsmith@iup.edu>, <toneil@iup.edu>

Dear Committee Members,

This is Dr. Pankaj. I currently serve as the chair of the ISDS department. I just had a chance to review the BTED 102 proposal that is being proposed by ACE in College of ED. The ISDS formally objects to this course since this course is essentially same as the IFMG 101/COSC 101 course offered by ISDS Department in ECOB and COSC and NSM.

The ISDS Department would also formally like to object for BTED 104 and BTED 103 since the majority of the content there is again covered in IFMG 101/COSC 101.

Please request ACE to get formal letters of support from both ISDS and COSC for all of these courses.

Thanks and Regards

Pankaj

**From:** Curriculum Approval [<mailto:curriculum-approval@iup.edu>]

**Sent:** Thursday, March 26, 2015 4:28 PM

**To:** [SEKHAR@iup.edu](mailto:SEKHAR@iup.edu); [GIDEAN@iup.edu](mailto:GIDEAN@iup.edu); [CMDUGAN@iup.edu](mailto:CMDUGAN@iup.edu); [PHUN@iup.edu](mailto:PHUN@iup.edu); [GILLHAM@iup.edu](mailto:GILLHAM@iup.edu); [FCONDINO@iup.edu](mailto:FCONDINO@iup.edu); [BHARATHN@iup.edu](mailto:BHARATHN@iup.edu); [GRLONG@iup.edu](mailto:GRLONG@iup.edu); [MPIWINSK@iup.edu](mailto:MPIWINSK@iup.edu); [DTSMITH@iup.edu](mailto:DTSMITH@iup.edu); [CDANDEN@iup.edu](mailto:CDANDEN@iup.edu); [DMYERS@iup.edu](mailto:DMYERS@iup.edu); [RJMUTCH@iup.edu](mailto:RJMUTCH@iup.edu); [WUTSCH@iup.edu](mailto:WUTSCH@iup.edu); [MJENKINS@iup.edu](mailto:MJENKINS@iup.edu); [KARATJAS@iup.edu](mailto:KARATJAS@iup.edu); [LBLACK@iup.edu](mailto:LBLACK@iup.edu); [DPIPER@iup.edu](mailto:DPIPER@iup.edu); [PAGNUCCI@iup.edu](mailto:PAGNUCCI@iup.edu); [AFFANEH@iup.edu](mailto:AFFANEH@iup.edu); [RJOHNSON@iup.edu](mailto:RJOHNSON@iup.edu); [MCDANIEL@iup.edu](mailto:MCDANIEL@iup.edu); [JBENHART@iup.edu](mailto:JBENHART@iup.edu); [HOVAN@iup.edu](mailto:HOVAN@iup.edu); [EBLAIR@iup.edu](mailto:EBLAIR@iup.edu); [RSMOORE@iup.edu](mailto:RSMOORE@iup.edu); [JMILLER@iup.edu](mailto:JMILLER@iup.edu); [FBOWERS@iup.edu](mailto:FBOWERS@iup.edu); [ZKYN@iup.edu](mailto:ZKYN@iup.edu); [CLOUSER@iup.edu](mailto:CLOUSER@iup.edu); [RGSONI@iup.edu](mailto:RGSONI@iup.edu); [BHAGAT@iup.edu](mailto:BHAGAT@iup.edu); [FALARCON@iup.edu](mailto:FALARCON@iup.edu); [JFREIDT@iup.edu](mailto:JFREIDT@iup.edu); [PANKAJ@iup.edu](mailto:PANKAJ@iup.edu); [SCAULDER@iup.edu](mailto:SCAULDER@iup.edu); [TGROPELL@iup.edu](mailto:TGROPELL@iup.edu); [MMACLEOD@iup.edu](mailto:MMACLEOD@iup.edu); [MZNUMAN@iup.edu](mailto:MZNUMAN@iup.edu); [JFSITTON@iup.edu](mailto:JFSITTON@iup.edu); [SRIEG@iup.edu](mailto:SRIEG@iup.edu); [PAVLOSKI@iup.edu](mailto:PAVLOSKI@iup.edu); [TSMITH@iup.edu](mailto:TSMITH@iup.edu); [FERGUSON@iup.edu](mailto:FERGUSON@iup.edu); [AHECKERT@iup.edu](mailto:AHECKERT@iup.edu); [JIMBAKER@iup.edu](mailto:JIMBAKER@iup.edu); [JLOWERY@iup.edu](mailto:JLOWERY@iup.edu); [BRJONES@iup.edu](mailto:BRJONES@iup.edu); [KRIVOSEC@iup.edu](mailto:KRIVOSEC@iup.edu)

**Cc:** Karen Pizarchik

**Subject:** UWUCC Proposals for Department Chair Review

Dr. David T. Smith, Dr. Lucinda Willis - This email serves as official notification that curriculum submission from your department was received on: 3/26/15

Specifically what was received was:

14-162 COSC 430 Introduction to Systems Programming, course revision  
14-163a BTED 102 Computer Literacy for Educators, new course  
14-163b BTED 102 Computer Literacy for Educators, new course  
14-163c BTED 104 Advanced Applications in Excel, new course  
14-163d BTED 104 Advanced Applications in Excel, distance education  
14-163e BTED 103 Advanced Microsoft Word Applications for Research Writing, new course  
14-163f BTED 103 Advanced Microsoft Word Applications for Research Writing, distance education

All chairs - In accordance with the revised curriculum process, this email is to inform you that curriculum proposals have been submitted to the appropriate college Dean for approval.

The process indicates all Academic Chairs be informed so they can review the proposals as they deem appropriate. Any feedback/concerns should be submitted to the [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu) email.

The above mentioned proposal is posted in the Curriculum Proposal folder on the X drive: (X-Public-Academic Affairs Information-Curriculum Proposals)

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Chairs of the University-wide Curriculum Committees  
UWUCC - Gail Sechrist and John Lewis  
GCC - David Piper and Matt Baumer