


ACE 622 Program and Project Planning and Evaluation- CrsRvs-2017-11-28

- 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

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**Indicates a required field*

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Proposing Department/Unit*	Adult and Community Education	Contact Phone*	724-357-2470

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: catalog_desc_change Program and Project Planning and Evaluation	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	The title and catalog description changes are due to updates for the Instructional Design and Technology (IDT) track in the Department of Adult and Community Education. The inclusion of evaluation in the course title emphasizes that this course will include all phases of the planning and evaluation of instructional design projects. The title change also emphasizes the combination of this course with a current course within the IDT track, ACE 744, Program and Project Evaluation. ACE 622 will address the iterative process of program development, which includes the evaluation processes. The inclusion of the evaluation content into the program and project planning course reflects the current practices of instructional design professionals that emphasizes an iterative design process where evaluation is an integral component of each step in the program and project planning process.

(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>The title and catalog description changes are due to the reorganization of coursework in the Instructional Design and Technology (IDT) track. The title change emphasizes the relationship between program and project planning and evaluation. This course will combine the program planning information from ACE 622 with the program evaluation content from ACE 744 into one course that covers the entire process of program and project design which includes evaluation into the planning process. This combination will provide students with a holistic perspective of the iterative process of program design and development.</p>
(C) Implications of the change on the program, other programs and the Students:*	<p>Program: There are no implications for the program.</p> <p>Other programs: There are no implications for other programs.</p> <p>Students: One positive implication of this change for students is that the proposed course will include the steps of both program planning and evaluation in one class. This combination will allow for learners to experience the iterative process of program and project planning where evaluation is an integral part of the steps in the instructional design process.</p>

Current Course Information*	
Category A	
(D) Curr ent Prefi x*	ACE
Pr opos ed Prefix	ACE
(E) Curr ent Num ber*	622
Pr opos ed Num ber	622
(F) Curr ent Cour se Title*	Program and Project Planning
Pr opos ed Cour se Title	Program and Project Planning and Evaluation
(G) Prere quisi te(s)	none
Pr opos ed Prere quisi te(s)	n/a

(H) Current Catalog Description	Provides a hands-on approach to planning education and training programs and instructional design projects. ACE 622 is a knowledge and skill-building course designed for present and future instructional designers, trainers, and adult and community education professionals. This how-to course examines concepts and practices relevant to the development of education and training programs and instructional design projects in a variety of settings.
Proposed Catalog Description	Provides a hands-on approach to planning and evaluating education, training programs, and instructional design projects. This course will include an analysis of projects in the context of designing, conducting, revising, and disseminating effective education and training programs. Effective strategies for planning and implementing both formative and summative evaluation will also be addressed.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours: Credits:3
Proposed Number of Credits	Class Hours:3Lab Hours:Credits:3

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. Develop and implement program and project planning techniques. 2. Identify, discuss and critique various aspects of the program and project planning process. 3. Work collaboratively in various program and project planning activities. 4. Identify, discuss and critique the various settings in which instructional design, training, and adult education programs and projects are planned. 5. Identify, discuss and critique the various roles played by instructional designers, trainers, and adult education program and project planners. 6. Identify, discuss and critique aspects of program and project planning relevant to their current or planned professional roles.
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<p>(L) Proposed Course Student 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 style="text-align: center;">SLO #</th> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Explain, discuss and critique various aspects of program and project planning and evaluation models and processes.</td> <td>Assessed by program evaluation models activity. Assessed through in class and online discussions.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Distinguish between formative and summative evaluation strategies and develop plans for integrating the strategies into the program design process.</td> <td>Assessed via program development and evaluation proposal.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Analyze and differentiate between the different aspects of program and project planning and evaluation across different professional contexts.</td> <td>Assessed via program development and evaluation proposal. Class discussions.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Examine and explain ethical issues within the program and project planning and evaluation process.</td> <td>Assessed by collaborative case study assignments.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Identify relevant program/project characteristics, including stakeholders, to be considered in the planning and evaluation process.</td> <td>Assessed via the program development and evaluation proposal and the marketing activity.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Explain, discuss and critique various aspects of program and project planning and evaluation models and processes.	Assessed by program evaluation models activity. Assessed through in class and online discussions.	2	Distinguish between formative and summative evaluation strategies and develop plans for integrating the strategies into the program design process.	Assessed via program development and evaluation proposal.	3	Analyze and differentiate between the different aspects of program and project planning and evaluation across different professional contexts.	Assessed via program development and evaluation proposal. Class discussions.	4	Examine and explain ethical issues within the program and project planning and evaluation process.	Assessed by collaborative case study assignments.	5	Identify relevant program/project characteristics, including stakeholders, to be considered in the planning and evaluation process.	Assessed via the program development and evaluation proposal and the marketing activity.
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**(M)
Previous
Brief
Course
Outline**

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.

*(It is
acceptable
to
copy
from
old
syllabus)*

Learning outcome	Assessment
1. Develop and implement program and project planning techniques.	Program Plan Part 1, Program Idea
2. Identify, discuss and critique various aspects of the program and project planning process.	Program Plan Part 2, Program Context
3. Develop and implement program and project planning techniques.	Program Plan Part 3, Needs Assessment, Goals, and Objectives
4. Develop and implement program and project planning techniques.	Marketing Activity
5. Develop and implement program and project planning techniques.	Program Plan Part 4, Program Detail
6. Develop and implement program and project planning techniques.	Program Plan Part 5, Program Evaluation
7. Identify, discuss and critique aspects of program and project planning relevant to their current or planned professional roles.	Program Plan Presentation
8. Identify, discuss and critique the various settings in which instructional design, training, and adult education programs and projects are planned. 9. Work collaboratively in various program and project planning activities. 10. Identify, discuss and critique the various settings in which instructional design, training, and adult education programs and projects are planned. 11. Identify, discuss and critique the various roles played by instructional designers, trainers, and adult education program and project planners.	Class Discussions

<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>Brief Course Outline</p> <p>In this course learners will evaluate program planning and evaluation models across various contexts in the fields of instructional design, adult education, and training. Learners will develop a program plan that includes a needs assessment, program outline, and plan for the development and implementation of formative and summative program evaluations. Issues in program development and marketing will be explored. Processes for designing, conducting, and disseminating effective program and project evaluations will be discussed. The role of analytics in planning and conducting evaluation studies will be investigated. Learners will discuss data dissemination and analysis for various stakeholders and the role of data analysis in program revision and development.</p> <p>Topics for this course include:</p> <ul style="list-style-type: none"> • Program/project design and development, including stakeholders, to be considered in the program design and evaluation process. • Models for program and project planning • Program Evaluation Models • Steps in program planning process: Needs assessment, Goals, Program Outline, Program Marketing, Formative and Summative evaluation strategies. • Data collection and analysis for program/project planning and evaluation objectives. • Strategies and techniques for analysis and dissemination of evaluation results. • Ethical considerations of conducting program/project evaluation research.
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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 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)	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</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 ESULO's</p>	<p><i>Map each course outcome to as many of the characteristics of the 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"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></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 	
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 #
<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</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	

3	
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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</p> <p>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>	
<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>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>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>					
<p>Key Assessments</p>					
	<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 <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">File</th> <th style="text-align: right; width: 50%;">Modified</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">PDF File ACE 622 Spring 2018 Syllabus.pdf Syllabus as requested</td> <td style="text-align: right;">Oct 27, 2018 by Jacqueline Mary McGinty</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 	File	Modified	PDF File ACE 622 Spring 2018 Syllabus.pdf Syllabus as requested	Oct 27, 2018 by Jacqueline Mary McGinty
File	Modified				
PDF File ACE 622 Spring 2018 Syllabus.pdf Syllabus as requested	Oct 27, 2018 by Jacqueline Mary McGinty				
<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>