ACE 622 Program and Project Planning-CrsRvs-2016-09-09

- 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: <u>**ONLY**</u> 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

Proposer*	Gary Dean	**Proposer Email***	gjdean@iup.edu
Contact Person*	Gary Dean	**Contact Email***	gjdean@iup.edu
Proposing Department/Unit*	Adult and Community Education	**Contact Phone***	7-2470

Course Level*	graduate-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	** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)*

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	The title and catalog description changes are due to the redesign of the Adult Education and Communications Technology track into the Instructional Design and Technology (IDT) track. The inclusion of "project" in the course title emphasizes that many graduates of the IDT track will work in instructional design positions in which they will plan instructional design projects as well as participate in more comprehensive program planning activities. The title change also emphasizes the relationship between this course and a new course proposed for the IDT track, ACE 744, Program and Project Evaluation. ACE 622 addresses the planning aspects of program development while ACE 744, Program and Project Evaluation, emphasizes program evaluation.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* The title and catalog description changes are due to the redesign of the Adult Education and Communications Technology track into the Instructional Design and Technology (IDT) track. The title change emphasizes the relationship between this course and a new course proposed for the IDT track, ACE 744, Program and Project Evaluation (see separate Templates A and E). ACE 622 addresses the planning aspects of program development while ACE 744, Program and Project Evaluation, emphasizes program evaluation.

(C) Implications of the change on the program, other programs and the Students:*	Program: There are no implications for the program. Other programs: There are no implications for other programs. Students: One positive implication of this change for students is that the proposed course title will be more universally recognized by professionals in the field, employers, and other academic institutions. The proposed change in the course description indicates that the course is applicable to instructional designers and trainers as well as adult and community educators.

Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*		**Proposed Prefix**	
(E) Current Number*		**Proposed Number**	
(F) Current Course Title*	ACE 622, Program Planning in Adult and Community Education	**Proposed Course Title**	ACE 622, Program and Project Planning
(G) Prerequisite(s)		**Proposed Prerequisite(s)**	
(H) Current Catalog Description	A knowledge and skill-building course designed for present and future adult and community education professionals. This how-to course examines concepts and practices relevant to the development of education and training programs in a variety of settings.	**Proposed 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.
If changing Category A, no further action required.			
Category B (if no change, leave blank)			
(I) Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:	**Proposed Repeatable Course**	NO 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: Lab Hours: Credits:	**Proposed Number of Credits**	Class Hours: Lab Hours: Credits:

(K) Current Course (Student Learning) Outcomes	1. Develop and implement program planning techniques 2. Identify, discuss and critique various aspects of the program planning process 3. Work collaboratively in various program planning activities 4. Identify, discuss and critique the various settings in which adult educational programs are planned 5. Identify, discuss and critique the various roles played by adult educational program planners 6. Identify, discuss and critique aspects of program planning relevant to their current or planned educational roles.	**Proposed Course (Student Learning) Outcomes**	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.
(L) Dual Listed Courses Only: **List Current Learning Outcomes for the Higher-Level Course**		**Dual Listed Courses Only:** **List Proposed Learning Outcomes for the Higher-Level Course**	

(M) Brief Course Outline (It is acceptable to copy from old syllabus)	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.	Brief Course Outline For each outcome, describe how the outcome will be achieved (Give sufficient detail to communicate the 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.

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 **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*

Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
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. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

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