

EDUC 250 Labyrinth Seminar

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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-NewCrs-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

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**Indicates a required field*

Proposer*	Becky Knickelbein	Proposer Email*	bknick@iup.edu
Contact Person*	Becky Knickelbein	Contact Email*	bknick@iup.edu
Proposing Department/Unit*	Comm. Disorders, Spec. Ed. & Disability Services	Contact Phone*	724.357.5678

(A) Course Prefix*	See the Registrar’s List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 EDUC
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 250
(C) Course Title*	Labyrinth Seminar
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:1.00</p> <p>Lab Hours:0</p> <p>Credits:1.0</p>
(I) Repeatable Course*	<p>YES</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated: 1</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated: 9</p>
(J) Prerequisite(s)	<p>none</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>none</p>
(L) Additional Information	<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>
(M) Recommended Class Size	<p>Yes</p> <p>Number (Enter Zero if No):10</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>This number is set due to the nature of the population (students with Autism Spectrum Disorder) and the purpose of the seminar which is to provide the student with a setting that will allow for maximum participation.</p> <p>Explain (required):This is a unique one credit course designed specifically to address the needs of undergraduates on the Autism Spectrum. Given the nature of the spectrum, and the goals of the course(to build the skills needed by these students to be successful in the college setting), it is important that the class size be limited. Also, the total number of students accepted into the Labyrinth program is limited. Including greater than 10 students in the seminar, would negatively impact both the physical and learning environment.</p>
(N) Catalog Description*	<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>Focuses on the communication, executive functioning, and inter/intrapersonal demands of college life. Designed to build the necessary skills to navigate the social and academic environment to succeed in the college experience. The seminar includes both teacher and student directed topics. This course can be repeated every semester that the student elects to participate in the Labyrinth Center.</p>

<p>(O) Student Learning Outcomes*</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.</i></p> <p>After completing this course the student will:</p> <ol style="list-style-type: none"> 1. demonstrate self-advocacy skills related to coursework, advising, and future goal setting. 2. effectively plan for semester assignments and projects to minimize stress and maximize time-management skills. 3. Identify their own learning styles and study habits resulting in effective monitoring of their own academic progress. 4. exhibit improved written and personal communication skills. 5. Identify available extracurricular opportunities and explore their own areas of interest demonstrating self-determination and sound decision-making. 6. recognize the symptoms of stress and demonstrate effective coping-mechanisms. 7. exhibit sound decision-making related to issues of personal safety.
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<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<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> <ol style="list-style-type: none"> 1 Group introductions and overview of course Understanding the Syllabus 2 Communication: Self-advocacy related to new courses/faculty 3 Managing time and assignments and setting goals 4 Exploration of individual learning styles and study habits 5 Stress management and organization: Recognizing the symptoms, coping strategies, preparation for midterms 6 Campus social life, decision-making and personal safety 7 Social Communication: Active communication, social pragmatics 8 Monitoring academic progress (mid-term grades) and self-assess study approaches 9 Self-advocacy related to advising, setting future goals, finding balance 10 Communication in written form: personal communications, written assignments 11 Update on self-determination 12 Looking to spring semester and potential work experiences 13 Stress and time management: study skills, coping with pressure 14 Reflection and social event
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Rationale for Proposal	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>The course is one of four components of the Labyrinth program, a program designed to meet the needs of students with high functioning autism at undergraduates at IUP. Research indicates that these students have little success in higher education without support services beyond those available from the Disability Services office which are covered under the American with Disabilities Act. To meet the needs of this unique population, the state system of higher education and the PA department of education began an initiative at IUP and three other state universities. This course has been piloted at a special topics course for three semesters.</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>This course is proposed as a component of the Labyrinth Center, a support program for IUP undergraduates who are on the Autism Spectrum. This program has been developed through an initiative of the State System of Higher Education and the PA Department of Education. The course is one of four components of the IUP program and has been piloted for three semesters, beginning in Spring 2016. This course can be repeated each semester that the student participates in the Labyrinth Center.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>OTHER</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>This course is offered to any student, regardless of major, who is a part of the Labyrinth Center.</p>
(V) Who is the Target Audience for the Course?*	<p>Other</p> <p>If Other, please explain:</p> <p>The target audience is made up of only students who are participating in the services of the Labyrinth Center.</p>
(W) Implications for Other Departments*	<p>A. What are the implications for other departments?</p> <p>(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>
(X) Attach Supporting Documents for Implications, if Necessary	

(Y) Are the Resources Adequate?*	<i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i>
	YES
	Please Provide Comment:

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.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	

<p>How will academic honesty for tests and assignments be addressed?</p>	
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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>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	

<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>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,</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>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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

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