DVST 731 Capstone in Developmental Education-CrsRvs-2019-08-27

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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 Introduction 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 **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

Indicates a required field

Proposer*	Kristen Lawson	Proposer Email*	klawson@iup.edu
Contact Person*	Kristen Lawson	Contact Email*	klawson@iup.edu
Proposing Department/Unit*	Developmental Studies	Contact Phone*	357-2749

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: course_title_change	Category B: course_revision distance-education ** 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)* *Check the **APPROVED DE Course List** - ON THE I-WIKI DOCUMENTS PAGE <u>before</u> completing the Distance Education (DE)* section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:* *Please be specific - this should be have more detail than the Summary for the Senate.*	The word "practicum" is being replaced by "capstone."

(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*
	Courses offered through distance education cannot be named "practicum." Therefore, the revision is to eliminate any language referring to practicum.
(C) Implications of the change on the program, other programs and the Students:*	None

Current Course Information*	
Category A	
(D) Current Prefix*	
Proposed Prefix	
(E) Current Number*	
Proposed Number	
(F) Current Course Title*	Practicum in Developmental Education
Proposed Course Title	Capstone in Developmental Education
(G) Current Prerequisite(s)	
Proposed Prerequisite(s)	*Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. Please do not leave either prerequisite field blank. If both the current and proposed rerequisites are 'none', please write 'none' in both boxes.*
(H) Current Catalog Description	
Proposed Catalog Description	
	If changing Category A, no further action required.
Category B (if no change, leave blank)	
(I)Repeatable Course This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does **not** refer to the D/F repeat process.	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: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

(K) Current Course Student **Learning Outcomes (SLOs)**	SLO #	Outcome	How outcome is assessed
	1	Apply theory and practice to the practicum experience	individualized meetings, reflective writing assignments, and discussions
	2	Analyze the similarities and differences between philosophical approaches versus practicum experience	Reflective writing and discussions
	3	Evaluate preferences for professional experience, institutional type, and job responsibilities	culminating project

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Apply theory and practice to the capstone experience	individualized meetings, reflective writing assignments, and discussions
2	Analyze the similarities and differences between philosophical approaches versus capstone experience	Reflective writing and discussions
3	Evaluate preferences for professional experience, institutional type, and job responsibilities	culminating project

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(M) Previous 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.

COURSE OUTLINE

- Practicum Expectations and Goals
- Describing the Practicum Experience, Desired Outcomes, and Focus Area
- Meetings with Practicum Instructor
- The Practicum Experience (Activity log and developing products from the experience)
- Guidelines for Culminating Report
- Evaluate activity log and practicum progress
- Evaluation of Practicum Experience and the Student

(N) Brief Course Outline

(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.

COURSE OUTLINE

- Capstone Expectations and Goals
- Describing the Capstone Experience, Desired Outcomes, and Focus Area
- Meetings with Capstone Instructor
- The Capstone Experience (Activity log and developing products from the experience)
- Guidelines for Culminating Report
- Evaluate Activity Log and Capstone Progress
- Evaluation of Capstone Experience and the Student

Distance Education Section

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	DVST 731

Course Title	Capstone in Developmental Education

Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
	online

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.
	COURSE OUTLINE • Capstone Expectations and Goals • Describing the Capstone Experience, Desired Outcomes, and Focus Area • Meetings with Capstone Instructor • The Capstone Experience (Activity log and developing products from the experience) • Guidelines for Culminating Report • Evaluate Activity Log and Capstone Progress • Evaluation of Capstone Experience and the Student

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?	I have taught courses online both at IUP and other colleges. Further, I have attended D2L training sessions to enhance my methodology on teaching an online course.
	Kristen Lawson: My qualifications to teach this course includes my personal experiences teaching developmental education for almost 20 years and being an administrator for five years. I attended Kellogg Institute to become a Developmental Education Specialist in 2011. I am active member of three professional organizations that focus on developmental education: National Organization for Student Success (NOSS), College Reading and Learning Association (CRLA), and Teaching Academic Survival and Success(TASS). Further, I am a proposal review board member for both CRLA and TASS national conferences for the past two years. Last year I received permission to teach graduate-level courses at IUP.
	Meghan Erwin: I have taught IUP courses using learning management systems such as D2L. I have also received D2L training to enhance delivery of instruction in an online class. My qualifications include teaching developmental coursework for 10 years and serving as a faculty advisor to undergraduate students. I am an active member of professional organizations including the National Organization for Student Success (NOSS), Pennsylvania Association of Developmental Education (PADE), National Academic Advising Association (NACADA), and Teaching Academic Survival and Success(TASS). I am also a doctoral student at Sam Houston State University currently working on the dissertation. My sought degree is in Developmental Education Administration. Lastly, I completed all my coursework for my doctoral program online.

	Course SLO #	How outcome is assessed using Distance Education Technologies
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	3	Evaluate preferences for professional experience, institutional type, and job responsibilities
	2	Analyze the similarities and differences between philosophical approaches versus capstone experience
	1	Apply theory and practice to the capstone experience

These student learning outcomes will be assessed by using an online learning management system.

Outcomes 1-2, students will be assessed by posting to the discussion board based on assigned topic. In addition, they will respond to another classmates' posts. Students will upload reflective writing assignments via a learning management system along with a plagiarism software. Rubrics will be provided prior to turning in writing assignments. Lastly, for outcome 1, students will create a presentation that describes theoretical approaches used and practiced throughout the capstone experience.

Outcome 3, students will submit a culminating final project and share it with classmates. A rubric will be provided prior to turning in the project.

Lastly, individualized meetings will be scheduled via video conference throughout the semester.

How will the instructor-student and **student-student interaction take place?** **(if applicable)**	A learning management system along with a plagiarism software will be utilized. Materials will be posted weekly along with resources and announcements. Students will communicate in the Discussion forum with each other as well as the instructor based on the assignment. Video conferencing will be used during interactive sessions and presentations. A telecommunications software may be used for conferences with students and the instructor during the semester. This will allow for individualized feedback. The course is designed so that students can meet virtually and create connections.
How will student achievement be evaluated?	Student achievement will be evaluated through written work and presentations. Rubrics for each of the assignments will be provided to the students. In addition, the culminating project will have a rubric. Students will also be evaluated on their Discussion Posts.
How will academic honesty for tests **and assignments be addressed?**	**Academic Integrity Policy and Procedures:** IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community - including students, faculty, and staff - are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University. All written work will be submitted through a plagiarism software to assess for plagiarism.

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**

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) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*	
	Informed Learners demonstrate:	**Course SLO #**
	• the ways of modeling the natural, social and technical worlds	
	• The aesthetic facets of human experience	
	• the past and present from historical, philosophical and social perspectives	
	• the human imagination, expression and traditions of many cultures	
	• the interrelationships within and across cultures & global communities	
	• the interrelationships within and across disciplines	
	Empowered Learners demonstrate:	**Course SLO #**
	• effective oral and written communication abilities	
	• ease with textual, visual and electronically-mediated literacies	
	• problem solving skills using a variety of methods and tools	
	• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
	• the ability to transform information into knowledge and knowledge into judgement and action	
	• the ability to work within complex systems and with diverse groups	
	• critical thinking skills including analysis, application and evaluation	
	• reflective thinking and the ability to synthesize information and ideas	
	Responsible Learners demonstrate:	**Course SLO #**
	• intellectual honesty	

	• concern for social justice
	• civic engagement
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world
	• an understanding of themselves and a respect for the identities, histories and cultures of others

How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal	*Narrative on how the course will address the Selected Category Content*
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

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:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
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** <hr> 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