

15-102
 UWUCC App 2/23/16
 Senate App 3/29/16

FSMR 314 Textiles-CrsRvs-2015-12-17

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" 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*	Janet A. Blood	Proposer Email*	janet.blood@iup.edu
Contact Person*	Janet A. Blood	Contact Email*	janet.blood@iup.edu
Proposing Department/Unit*	HDES/FSMR	Contact Phone*	7-3778

Course Level*	undergraduate-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:

course_prefix_number_change

mod_prereq

Category B:

course_prefix_number_change

course_revision

*** 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:*

This course is content, not laboratory-based therefore the faculty feel that the current prerequisites are unnecessary and currently hamper enrollment in this course. In addition, we want sophomores to be able to enroll in this course in order to make timely progression through their program. Therefore we wish to make this course 200-level with a Sophomore standing prerequisite instead.

(B) University Senate Summary of Rationale*

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

We believe the current prerequisites of CHEM 101 and 102 or SCI 105 and 106 are out of date and are too stringent given the content/scope of this course. We believe a Sophomore standing prerequisite and 200-level designation is more appropriate.

(C) Implications of the change on the program, other

We foresee no implications as a result of this change.

programs and the Students:*

Current Course Information*

Proposed Changes

(D) Current Prefix* FSMR

Category A

Proposed Prefix

(E) Current Number* 314

Proposed Number 215

(F) Current Course Title* Textiles

Proposed Course Title

(G) Prerequisite(s) CHEM 101 and 102 or SCI 105 and 106

Proposed Prerequisite(s) Sophomore standing

(H) Current Catalog Description

Proposed Catalog Description

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Number of Credits

Proposed Number of Credits

Class Hours:

Class Hours:

Lab Hours:

Lab Hours:

Credits:

Credits:

(J) Current Course

Proposed Course

(Student Learning)

(Student Learning)

Outcomes

Outcomes

(K) Dual Listed Courses Only:

Dual Listed Courses Only:

List Current Learning

List Proposed Learning

Outcomes for the

Outcomes for the

Higher-Level Course

Higher-Level Course

(L) 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

(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

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

Learning Outcomes (EUSLOs)

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

Description of the Required

Narrative on how the course will address the Selected Category Content

Content for this Category

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.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: