

New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

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| Contact Person: | Dr. DeAnna Laverick for Dr. Beatrice Fennimore, who is on sabbatical for the spring 2015 semester | Email Address: | laverick@iup.edu |
| Proposing Depart/Unit: | Professional Studies in Education | Phone: | 7-2400 |

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| Course Prefix/Number | See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 . ECED 499 |
| Dual/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> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes with: Click here to enter text. |
| Number of Credits | (UG) Class Hours - 3 (UG) Lab Hours - Click here to enter text. Credits - 3 |
| Prerequisite(s) | Click here to enter text. |
| Corequisite(s) | <i>This means that another course must be taken in the same semester as the proposed course</i> Click here to enter text. |
| Additional Information (Check all that apply. Note: Additional documentation will be required) | <input type="checkbox"/> Liberal Studies (please also complete Template C) <input checked="" type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E) |
| Course Title | Advocacy and Collaboration in Diverse Families and Communities |
| Recommended Class Size (optional) (provide justification) | Are you recommending a class size: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes: (check one of the following reasons and provide a narrative explanation) <input checked="" type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom <input type="checkbox"/> Accreditation body standards/recommendations <input type="checkbox"/> Other Explanation (<i>required</i>): Class size should be limited to no more than 30 students in a section to insure a classroom environment that is the most conducive to learning. |
| Catalog Description | <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> Provides students with understanding and skills in multicultural approaches to education that will enable them to recognize and respect the diversities that all their students will bring to school and to become effective advocates as they collaborate successfully with diverse families and communities. |

Template A

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| <p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> | <ol style="list-style-type: none"> 1. Students will examine diversity from the standpoint that all people are part of national and global diversity and that all teachers must be prepared to recognize the wide variations of diversity that they will encounter in every classroom. 2. Students will apply their understanding of diversity as a national and global phenomenon to critical examination of unearned privilege, bias, and oppression, and to the responsibility of teachers to promote fairness and equal opportunity in their interactions with students, families, and communities. 3. Students will develop and utilize communication skills in shared dialogue that will prepare them to engage in meaningful and effective relationships with families defined as all adult persons who currently have responsibility for the well-being of the child and communication with the school or program. 4. Students will develop strategies for exploring and understanding cultural nuances of communities. 5. Students will develop strategies for deep learning about families that leads to understanding and effective ongoing communication 6. Students will develop skills as advocates who take professional responsibility for the common good of children, early childhood programs, families, and communities. |
| <p>Brief Course Outline:</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> | <ol style="list-style-type: none"> 1. Exploring Multicultural and Anti-Bias Education 2. Understanding Diversity as a Universal Human Phenomenon 3. Critical Examination of Bias, Privilege, and Oppression in Society 4. Understanding Advocacy in Classroom, School, and Community 5. Taking a look at Family Diversity in the United States 6. Techniques that Build Bridges Between Teachers and Families 7. Basics of Positive Communication in the Context of Diversity 8. Advanced Skilled Dialogue in School/Family Conflicts 9. Building Respectful Relationships with Diverse Communities 10. Inviting Community Visitors and Conducting Classroom Interviews 11. Field Trips into the Community 12. Exploring Advocacy Basics: Personal, Legislative, and Public Sector 13. Becoming an Advocate: Skills and Actions 14. Skills and Techniques for Successful Family Newsletter and Family Open House 15. Putting it all together: Diversity, Children, Families, and Communities |
| <h3>Rationale for Proposal</h3> | |
| <p>Why is this course being proposed?</p> | <p>The existing multicultural course in our department does not meet the needs of the newly revised ECED/LTCY program. This new course is designed to blend EDUC 499 (Multicultural/Multiethnic Education) with the requirements of the Pennsylvania Department of Education that undergraduate students in early childhood education be well prepared with skills to help them work successfully with diverse families and communities. This new course provides the department with the opportunity to provide a dynamic course in diversity that includes up-to-date consideration of families and practical communication skills reflecting multicultural values.</p> |
| <p>How does it fit into the departmental curriculum? (Check all that apply)</p> | <p> <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(Interdisciplinary core – e.g. Business/Education)</i> </p> <p> <input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective </p> <p><input type="checkbox"/> Other - Click here to enter text.</p> |
| <p>Is a similar class offered in other departments?</p> | <p><input type="checkbox"/> Yes Please provide comment: Click here to enter text.</p> <p><input checked="" type="checkbox"/> No</p> |
| <p>Does it serve the college/university above and beyond the role it serves in the department?</p> | <p><input checked="" type="checkbox"/> Yes Please provide comment: Multicultural education is important for the college, university, and society.</p> <p><input type="checkbox"/> No</p> |
| <p>Who is the target audience for the</p> | <p><input checked="" type="checkbox"/> Course Designed for Majors (<input checked="" type="checkbox"/> Required <input type="checkbox"/> Not Required)</p> |

Template A

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| course? | <input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective <input checked="" type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other - Click here to enter text. |
| Implications for other departments | <p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? There are no implications for other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) Click here to enter text.</p> |
| For Dean's Review | |
| <ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <p>Comments: Click here to enter text.</p> | |

Subject: Fwd: Concern with proposed courses
From: "Gail S. Sechrist" <gailsech@iup.edu>
Date: 4/8/2015 9:44 AM
To: Sharon Aikins <SAIKINS@iup.edu>

As I am hanging up with you I received this email. It pertains two courses that were on yesterday's agenda that we did not get to 171b and 171d
Gail

----- Original Message -----

Subject: Concern with proposed courses
Date: Wed, 08 Apr 2015 09:38:08 -0400
From: Fredalene B Bowers <fbowers@iup.edu>
To: gail.sechrist@iup.edu, "Lewis, John A" <J.A.Lewis@iup.edu>, "Correia, Mark" <Mark.Correia@iup.edu>, sue.rieg@iup.edu
CC: fbowers@iup.edu, mhenry@iup.edu, "Brown, Sarah Lynn Herald" <Sarah.Brown@iup.edu>, "Brown, Sarah Lynn Herald" <Sarah.Brown@iup.edu>, "Palmer, Kalani" <Kalani.Palmer@iup.edu>, "Puhlman, Daniel John" <Daniel.Puhlman@iup.edu>

Gail and John,

I wish to express my concern regarding two proposals by the Professional Studies in Education Department for the new courses ECED 499 and ECED 112.

Regarding EDEC 499, over a year ago (February 2014), Dr Crystal Machado, a faculty member in the Professional Studies Department, requested a meeting with me to review our syllabus for CDFR 426 Techniques of Parent Education. She stated that the ECED curriculum was being revised and she would like to work with the Child Development & Family Relations Program in offering a course focusing on parents/families. She stated that this would be a hybrid master's program. I spent over an hour with her discussing our CDFR 426 course and stating that it was dual level - could be used with either undergrads or grads. She left my office, with our syllabus stating that she would let me know of the progress on this course. Last fall, I emailed her twice inquiring about this course - with no response. The proposed new course, ECED 499 has overlap with our CDFR 426, in the following areas: beliefs, traditions, values related to parenting across cultures; diversity issues; parent-teacher conferencing and communication, and advocacy. In the new course proposal template, the last section "Implications for other departments", the response was "*There are no implications for other departments*". Under the Rationale for Proposal, the question is asked: Is a similar class offered in other departments? The boxed checked on the proposal is "No". The course title is "Advocacy and Collaboration in Diverse Families and Communities". The CDFR Program has a course entitled "Family and Communities". The overlap is in both the content (with CDFR 426) and overlap of course title (with CDFR 411).

Regarding ECED 112, there is also significant overlap between this course and CDFR 218 Child Development to warrant a discussion. The overlap involves the following: milestones of development - physical, cognitive, language, social and emotional development from birth to age five years; theories of child development (e.g., Erickson, Freud, Piaget, Bandura, and Vygotsky); and parenting and child-rearing practices. In the new course proposal template, the last section "Implications for other departments", the response was "*There are no implications for other departments*". Their course title "Child Development: Typical and Atypical Birth - Age 5". Under the Rationale for Proposal, the question is asked: Is a similar class offered in other departments? The

boxed checked on the proposal is "No". The course title is "Child Development Typical and Atypical Birth - Age 5" is similar to CDFR Program 218 "Child Development". The overlap is in both the content and the course title. It is also significant to note that CDFR 218 is a liberal studies courses open to all students.

I fully appreciate a department's desire to tailor courses to meet the needs of their students; to continually revise, update and develop courses to meet the changing needs of society, families and children; and to teach their own courses. I also believe that the mark of professionalism is to collaborate, cooperate and involve colleagues in curriculum issues. To answer the question on the new course proposal template, that there are "no implications for other department's" and "no similar class offered in other departments" when conversations had taken place regarding at least one of these courses and the failure to inform another department or request a letter of support demonstrates a lack of professionalism and respect for programs across campus.

Fredalene Barletta Bowers, Ph.D.

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