CRIM 694 Applied Teaching in Associate Degree Programs-NewCrs-2017-02-06

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Form Information

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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-NewCrs-2015-08-10**

- *<u>If DUAL LISTED list BOTH courses in the page title</u>*

Second Step: Click **"SAVE"** on bottom right

- *<u>DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS</u>*
- *<u>Please be sure to remove the Brackets while renaming the page</u>*

Third Step: Make sure the word *<u>DRAFT</u>* is in yellow at the top of the proposal

Fourth Step: Click on "<u>**EDIT CONTENTS**</u>"(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

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Proposing Department/Unit*	Criminology and Criminal Justice	**Contact Phone***	724-357-2720

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at* http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 CRIM
(B) Course Number*	

(H) Number of Credits*	Class Hours: Lab Hours: Credits:3
(I) Repeatable Course*	YES If YES, please complete the following: Number of Credits that May be Repeated: 3 Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	None
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** 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)* distance-education
(M) Recommended Class Size	YES Number (Enter Zero if No):15 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): The course requires revisions of key components of a final portfolio that is submitted at the end of class.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Provides an overview of responsibilities and tasks required when teaching criminology and criminal justice classes in associate degree programs. The adjunct faculty role will be identified. Pedagogical practices will be discussed. Evaluation includes the development of a portfolio, which includes a teaching philosophy statement, and a course design represented by a syllabus, lectures, assignments and exam questions.

(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* Students will: 1. Examine the roles of associate degree programs and adjunct faculty in higher education. 2. Compare and contrast different pedagogical practices and their application to criminology and criminal justice content in both the online and face to face classrooms. 3. Demonstrate skill in the core components of undergraduate teaching (e.g. lectures, active learning methods, and assessment) in the field of criminology and criminal justice, with focus on introductory criminal justice and criminology classes. 4. Evaluate the use of online resources to expose students to current events and controversial topics relevant to the criminal justice system. Online resources include YouTube videos, test banks, and websites, as a few examples. 5. Produce a teaching portfolio to showcase their approach to teaching a criminology or criminal justice class in associate degree programs.

(P) Brief Course Outline*
 	
For Each Outcome Describe
 	
How the Outcome Will
 	
Be Achieved
	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.
	
	Brief Course Outline
	
	Course Objective #1 - *Examine the role of associate degree programs and adjunct faculty in higher education.* The course will begin with historical information regarding associate degree programs and their uniqueness in comparison to universities, in the US. Role of faculty members in community colleges, for example, in comparison to universities will also be addressed. Practical experience vs. none in the criminal justice field will be addressed in adjunct faculty positions. Notes, discussion questions, and relevant videos will be used to achieve this objective.
	
	Course Objective #2 - *Compare and contrast different pedagogical practices and their application to criminology and criminal justice content in both the online and face to face classrooms.* Through readings, notes, and discussions, students will be exposed to different pedagogical practices, as well as video clips that represent differing views. Students will evaluate the perspectives in order to see which practice best represents their teaching philosophy and potential style, as well as use of these practices in teaching controversial issues in criminology and criminal justice. Teaching controversial topics will be addressed in both online and face-to-face student interactions. Their understanding of pedagogy will be represented in assignments, as well as their teaching portfolio.
	
	Course Objective #3 - *Demonstrate skill in the core components of undergraduate teaching (e.g. lectures, active learning methods, and assessment) in the field of criminology and criminal justice.* During the course, students will generate an original syllabus, lecture notes and relevant PowerPoint slides, assignments (75 4l 1 0logy and c8 l 4#eelersiy),eaching philosophy anandtent, nd
	
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Current issues in higher education and associate degree programs

- **Discuss recent challenges to higher education**
- **Issues pertinent to the field of criminology and criminal justice (e.g. hiring practices)**
- **Discuss demographics of associate degree students and of those interested in the field of criminology and criminal justice**
- **Understand role of articulation agreements**

MODULE #2: Teaching philosophy and its operationalization

Developing a teaching philosophy statement

- **Defining pedagogy**
- **Discussion of theory**
- **Philosophy statements: purposes, issues and content**

Class policies and management

- **Institutional requirements**
- **Teaching large introductory criminal justice/criminology classes**
- **Academic integrity**
- **Turnitin.com**

MODULE #3: Course design

Course design and class syllabus

- **Textbook selection**
- **Assessing available college resources**
- **Structuring and developing a course schedule of content**
- **Syllabus as a contract and syllabus of record**

Student motivation and teacher preparation

- **Learning styles**
- **Teaching style preferences**
- **Student success strategies**
- **First day of class: setting the stage**

MODULE #4: Pedagogical techniques

The lecture

- **Amount of information related to time (time management)**
- **Publisher resources**
- **Incorporating of videos, websites, group activities, and other media sources relevant to criminology and criminal justice classes**
- **Use and abuse of powerpoint**

Active learning strategies

- **Collaborative learning**
- **Leading discussions**
- **Presentation types**

Writing to learn

- **Low stakes writing assignments**
- **Responding effectively to student writing**
- **Significance in writing in criminal justice (reports, affidavits, court documents)**

Assessment and testing

- **Transparency in assignments**
- **Clarity in purpose and instructions**
- **Rubrics**
- **Types and uses of exam questions**
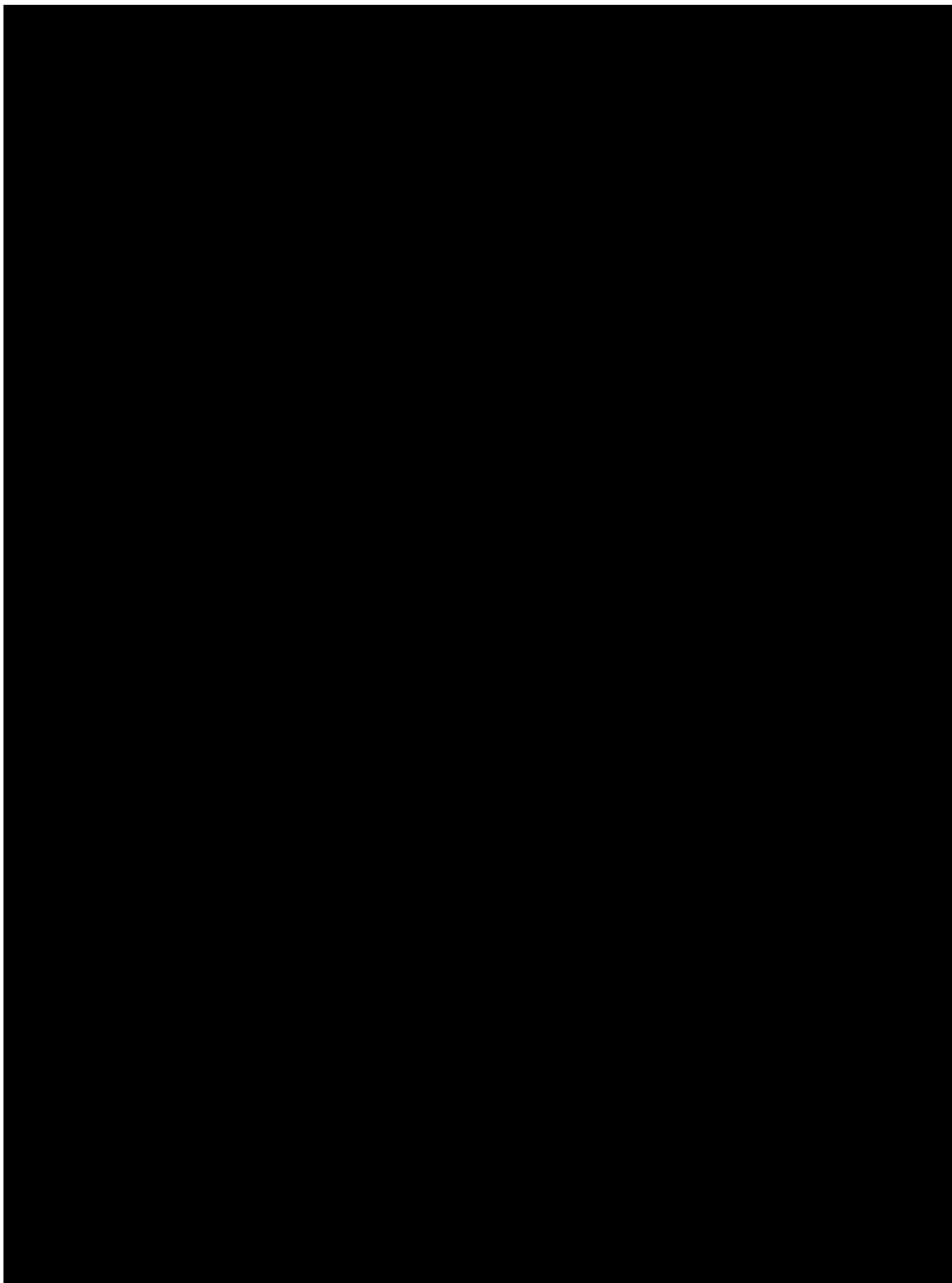- **Use of test banks**

MODULE #5: Teaching environments

Technology and teaching online

- **Similarities and differences online vs face to face**
- **Teaching strategies in face-to-face vs. online**
- **Effective teaching strategies in both designs, especially with 'hot' media topics**

Teaching in settings other than the classroom

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(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: With the declining enrollment into both of our master's programs, the department sees this addition as filling a niche that other graduate departments do not offer. Many of our doctorate graduates were hired in other state institutions and have developed masters programs that compete with ours. For example, St. Vincent University will be starting a new master's program in criminal justice in Fall 2018, by one of our graduates. Adding this unique class to our curriculum will help in recruitment and enrollment into our graduate programs, to further increase the enrollment goals of IUP.
(V) Who is the Target Audience for the Course?*	Department Elective If Other, please explain: The course is intended for master's student in criminology, in both our on-campus and online programs. The latter is mostly composed of working professionals that have expressed interest in this course to fulfill their future career aspirations.
(W) Implications for Other Departments*	

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Teaching in settings other than the classroom

- labs, studios
- field settings and service learning in the field
- supervising internships and externships

MODULE #6: Diversity, ethics and professional responsibilities

Diversity in the classroom

- Discussion of what diversity means
- Creating inclusive class and accessible materials

Ethics and professional responsibility

- FERPA training
- Roles and boundary setting
- Advising and mentoring

MODULE #7: Preparing to enter the job market

Getting hired in associate degree programs

- Timing of associate degree program hiring cycles
- Applications and cover letter
- Vita/resume issues
- Interviews: phone (Skype), campus visits

Teaching Portfolio Submission

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery	

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

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** Microsoft Word Document letter to dr luetkehans.docx Apr 03, 2017 by Jennifer L. Gossett • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

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Please submit an ihelp if you have any questions http://ihelp.iup.edu