1. Approval of December 7, 2012 Meetings

2. Committee Reports

3. Marketing Curriculum Discussion

4. Approval of Course Modifications to
   • SOC 497 Directed Study in Sociology
   • SOC 498 Independent Study in Sociology

4. Email votes

5. School Meeting Dates & Suggestion for Future Meetings

6. Admissions and Financial Aid Training

7. SEE Requests for Proposals

8. The “Flipped Classroom Presentation” by Christy Hutchison and Alan Jackson
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one: □ New Course
          X Modified Course
          □ Deleted Course

1. Name of Faculty Sponsor: Kelly Asmussen, PhD
2. School: School of Professional Studies
3. Course Number and Title: SOC 498 Independent Study in Sociology
4. New Course Number and Title: same
5. Course Description/Modification: none
6. Credit Hours: 1-3 hrs
7. Grading System: A-F
8. May Course be taken for additional Credit? No
9. Prerequisites: Senior Standing; prior approval of Instructor and Dean of Professional Studies
10. Special Features: none
11. Term Course will first be offered/deleted: 2013 Fall
12. Cite relevant catalog pages for catalog 2012 - 2013: p. 177
13. Rationale for Proposal:
   For the purpose of updating the catalog, the person responsible for approving the Independent Study in Sociology will be the Dean of Professional Studies, as that area is where Sociology is offered, instead of the Dean of Arts and Sciences, which is what is listed in the current catalog.
14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.) None; this course is rarely taken by students, however, for the purpose of clarity in the catalog, we are updating this.
15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) None
16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None
17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.
   □ Yes  X No

Senate Sponsor: ________________________________  Date: ____________
School Dean: ________________________________  Date: ____________

□ Route to Teacher Education Committee: N/A Approved/Denied  Date: ____________
   (If course is applicable to teacher education program)

□ Route to Academics and Curriculum Committee: Approved/Denied  Date: ____________
Faculty Senate - 1st reading ________________________________  Date: ____________
Faculty Senate - 2nd reading ________________________________ Approved/Denied  Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean
Peru State College, Approved 2008
18. Explain how the course meets the objective(s) of the general education program and the category (e.g. social science) in which it belongs.

Below is a listing of the objectives of the general education program.

☐ Effective communication skills

☐ Computer skills

☐ Critical and independent thinking

☐ Capacity for change

☐ Prepared to assume roles as civic leaders

☐ Equipped to pursue intellectually, ethically, aesthetically, and physically rewarding lives.

☐ Diversity Enhancement
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one: □ New Course
X □ Modified Course
□ Deleted Course

1. Name of Faculty Sponsor: Kelly Asmussen, PhD
   Date: 2-1-2013

2. School: School of Professional Studies

3. Course Number and Title: SOC 497 Directed Study in Sociology

4. New Course Number and Title: same

5. Course Description/Modification: none

6. Credit Hours: 1-4 hrs
7. Grading System: A-F
8. May Course be taken for additional Credit? No

9. Prerequisites: Senior Standing; prior approval of Instructor and Dean of Professional Studies

10. Special Features: none

11. Term Course will first be offered/deleted: 2013 Fall

12. Cite relevant catalog pages for catalog 2012 - 2013: p. 177

13. Rationale for Proposal:
   For the purpose of updating the catalog, the person responsible for approving the Directed Study in Sociology will be the Dean of Professional Studies, as that area is where Sociology is offered, instead of the Dean of Arts and Sciences, which is what is listed in the current catalog.

14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.)
   None; this course is rarely taken by students, however, for the purpose of clarity in the catalog, we are updating this.

15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) none

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None

17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.
   □ Yes
   X No

Senate Sponsor: ____________________________________________

School Dean: ____________________________________________

Date: ____________

□ Route to Teacher Education Committee: N/A Approved/Denied
   (If course is applicable to teacher education program)

Date: ____________

□ Route to Academics and Curriculum Committee: Approved/Denied

Date: ____________

Faculty Senate - 1st reading __________________________

Date: ____________

Faculty Senate - 2nd reading __________________________Approved/Denied

Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean

Peru State College, Approved 2008
18. Explain how the course meets the objective(s) of the general education program and the category (e.g. social science) in which it belongs.

Below is a listing of the objectives of the general education program.

- Effective communication skills
- Computer skills
- Critical and independent thinking
- Capacity for change
- Prepared to assume roles as civic leaders
- Equipped to pursue intellectually, ethically, aesthetically, and physically rewarding lives.
- Diversity Enhancement
2013/2014 Student Engagement Enhancement (SEE) Initiative
Request for Proposals

engage · enquire · discover · innovate

The Sesquicentennial Strategic Plan’s first transformational goal is “Excellence through essential engagement.” Strategies associated with this important goal are:

1. Enhance the student experience through distinctive engagement.
2. Foster engaged learning and achievement through proven best practices.
3. Create a dynamic learning environment for the campus community focused on professional development and technology.

Funds have been allocated to support the 2013-2014 Student Engagement Enhancement (SEE) Initiative. Proposals received through Friday February 22, 2013 will receive first consideration. Faculty and Staff members may apply for funds using the Student Engagement Enhancement (SEE) Funds Request Form available on the Academics page under the Faculty Resources link on the left hand side of the page. Completed forms and supporting documentation can be submitted to Dr. Christy Hutchison, Chair, Academics and Curriculum Committee.

Proposals should feature an unusual opportunity for student engagement with the discipline and/or the world and they should be clearly articulated and detailed enough to be completely understood. For the purposes of this initiative, you may wish to think of engagement as being equivalent to “active learning” or “learning through application”. Proposals demonstrating an effective application of educational best practices, the development of critical thinking capacity, and that have the potential to impact the College’s second strategic goal of “increased prominence” are particularly valued. Proposals must feature a new (to the College) idea for engagement. Reports assessing outcomes are required for projects that are funded. Decisions regarding awards will be made in March 2013 and funded for the 2013-2014 academic year.

Examples of potential project areas:

- $1,200 course development stipends for new courses which are unusually engaging.
- Acquisition of new equipment or simulation software useful to advance student learning through experience.
- Field experiences that are linked to critical aspects of a course to bring subjects alive.
- Student-faculty research projects, perhaps associated with independent study credit.
- Service learning initiatives focused on supporting the completion of a complex project in the community.
- A new co-curricular activity designed to achieve specific educational outcomes and/or is coordinated with an academic course.
- Activities designed to build connections between faculty and student services, resulting in engagement experiences in or outside the classroom.

Please contact Dr. Todd Drew at x2222 or tdrew@peru.edu if you have any questions.
THE FLIPPED CLASSROOM

Turning Traditional Education on its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?
WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.
THE INVERSION

The Flipped Classroom

Teacher's Role: Guide on the Side

Activity Today

Watch Lecture online

The Traditional Classroom

Teacher's Role: Sage on the Stage

Lecture Today

Reading and Discussion

Homework
A THEORETICAL FRAMEWORK

Educational technology and activity learning are two key components of the flipped classroom model. They both influence student learning environments in fundamental ways.
WHAT A FLIPPED CLASSROOM MODEL DOES

- Concept engagement takes place in the classroom with the help of the instructor.
- With peers and teachers via online discussions.
- Students watch lectures at home at their own pace, communicating...
HOW IT CAME TO BE

Many factors influenced the creation and adoption of the flipped classroom model.

However, two specific innovators played a key role.
Teachers began using online videos and podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

Their methods: Bergman and Sams were asked to speak to teachers around the country about their methods.

The online lectures started spreading online for students who missed class. They recorded and posted their live lectures to record PowerPoint presentations in Woodland Park, CO. DiscoverEd software.

Aron Sams at Woodland Park High School 2007: Teachers Jonathan Bergman and...
1.3 million a year

School each day: total 1.3 million a year

An average of 7,200 students drop out of high school each day.

7,200

Yearly High School Dropouts

69% Graduate

31% don't

Only 69% of students who start high school finish four years later and severe consequences.

The traditional one-size-fits-all model of education often results in limited concept engagement.

POOR LEARNING OUTCOMES

Two key factors are driving increased adoption of the flipped classroom model.

What's driving it?
Prevalence of Online Video

The availability of online video and increasing student access to technology has paved the way for flipped classroom models.

Adults who have viewed an Online Educational Video

- 2010: 30% of Internet Users
- 2007: 15% of Internet Users

Online Video Lessons in Khan Academy

+2,400

covering topics from arithmetic to physics, finance to history.
Teachers building them in class.

Students who might not have

Technology or parents to help

Expert teachers in the classroom

They support students in class.

It's about changing instructional models so the students

Teachers work with students individually.

In class, minimize this problem.

Students don't get frustrated.

Students receive instant feedback.

Students and explain difficult concepts.

Before, many students wouldn't

Complete homework if they got

Homework if they got

Interact with the work, working on problems

Students watch the 5- to 7-minute videos at home, or in school if they

Didn't have Internet access at home.

Class time was spent doing labs or interactive activities to illustrate concepts.

Many schools and classrooms have adopted the flipped classroom model. Here, we look at

Great Success:

Clinondale High School near Detroit, which has employed the flipped classroom model to

WHAT IT LOOKS LIKE

HOW IT WORKED
References