

# ACE 617 Distance Education Technology-NewCrs-2016-09-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## 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-NewCrs-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*

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<b>Proposing Department/Unit*</b>	Adult and Community Education	<b>Contact Phone*</b>	7-2470

<b>(A) Course Prefix*</b>	<p><i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i></p> <p>ACE</p>
<b>(B) Course Number*</b>	<p><i>If Dual Listed, enter both course numbers</i></p> <p>617</p>
<b>(C) Course Title*</b>	Distance Education Technology
<b>(D) Course Level*</b>	graduate-level
<b>(E) Cross Listed*</b>	<p><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></p> <p>NO</p> <p>If YES, with:</p>
<b>(F) Variable Credit*</b>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<b>(G) Variable Title*</b>	<p>NO</p> <p>If YES, enter the title(s):</p>

<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<b>(I) Repeatable Course*</b>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Prerequisite(s)</b>	
<b>(K) Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
<b>(L) Additional Information</b>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
<b>(M) Recommended Class Size</b>	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
<b>(N) Catalog Description*</b>	<p><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></p> <p>Explores the use of the computer software to enhance effectiveness and efficiency in developing teaching and training via distance education. Learners explore the use of the various software used in school and non-school teaching or training settings, conduct critical evaluation of software currently used in industry (both educational and corporate), and integrate these software products into the teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.</p>

<p><b>(O) Student Learning Outcomes*</b></p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Upon completing this course each student will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of various software, including production software, used to create interactive educational and training materials.</li> <li>2 Analyze, evaluate, and implement the use of industry standard software used in collaborative learning, including virtual education environments.</li> <li>3. Utilize cloud computing abilities to design, develop, implement, and disseminate learning materials.</li> <li>4. Apply best practices to instructional events which are rooted in theory and research to develop training and education components for online environments.</li> <li>5. Utilize relevant technology applications to create and manage a technologically-mediated course.</li> <li>6. Apply instructional principles to produce and execute technology-mediated courseware for teaching and training purposes.</li> </ol>
<p><b>(P) Brief Course Outline*</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</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> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>The topics covered in this course are:</p> <ul style="list-style-type: none"> <li>• Introduction to various production software used to create interactive educational and training materials.</li> <li>• Overview of industry standard software used in collaborative learning, including virtual education environments.</li> <li>• Use of cloud computing applications to design, develop, implement, and disseminate learning materials.</li> <li>• Identification and application of best practices to develop training and education components for online environments.</li> <li>• Use of technology applications to create and manage a technologically-mediated course.</li> <li>• Application of instructional design principles to produce and execute technology-mediated course ware for teaching and training purposes.</li> </ul>

<b>Rationale for Proposal</b>	
<p><b>(Q) Why is this Course Being Proposed?*</b></p>	<p>This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. This course will introduce students to the steps involved in utilizing specific software tools useful in creating strong training and teaching tools for online environments, both synchronously and asynchronously. Students will utilize various learning management systems in training and teaching and will evaluate best practices for tools used in the creation of multimedia. These tools will provide learners with foundational knowledge from which they can further develop their understanding of course development tools and course development within LMS, or standalone with collaborative tools which are widely available today. This will give the learners the ability to design, develop, and disseminate quality learning and training materials for asynchronous and synchronous online environments.</p>
<p><b>(R) University Senate Summary of Rationale</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. This course will introduce students to the steps involved in utilizing specific software tools useful in creating strong training and teaching tools for online environments, both synchronously and asynchronously. This will give the learners the ability to design, develop, and disseminate quality learning and training materials for asynchronous and synchronous online environments.</p>

<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p>
<p><b>(T) Is a Similar Class Offered in Other Departments? *</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Students in other majors may take this course as an elective.</p>
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>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?</p>
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin-left: 0;"/>
<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>

## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p>distance-education</p>
<p><b>Course Prefix /Number</b></p>	<p>ACE 617</p>
<p><b>Course Title</b></p>	<p>Distance Education Technology</p>
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i> online</p>
<p><b>Brief Course Outline</b></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> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>The topics covered in this course are:</p> <ul style="list-style-type: none"> <li>• Introduction to various production software used to create interactive educational and training materials.</li> <li>• Overview of industry standard software used in collaborative learning, including virtual education environments.</li> <li>• Use of cloud computing applications to design, develop, implement, and disseminate learning materials.</li> <li>• Identification and application of best practices to develop training and education components for online environments.</li> <li>• Use of technology applications to create and manage a technologically-mediated course.</li> <li>• Application of instructional design principles to produce and execute technology-mediated course ware for teaching and training purposes.</li> </ul>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>I have successfully developed and taught courses online since 2005 in undergraduate classes for the Technology Support &amp; Training Department, and graduate courses for the Master of Arts in Business Education, and for the Master of Arts in Adult and Community Education. I have taught communications, training and development, methodology, research and program evaluation courses in the past.</p>

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<p>This course will be conducted primarily through project-based learning and discussion. Students will develop individual learning module projects which will be peer-evaluated as well as instructor evaluated. Students will also engage in online discussion through the discussion forums and virtual meeting software while learning new tools in distance education technologies. This will provide them the opportunity to talk with fellow students, share in development tips, and peer-evaluate with others in the classroom, both formally and informally. This will contribute to the collective knowledge of the class. Specific methods for each objective are outlined below.</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of various software, including production software, used to create interactive educational and training materials.</li> <li>2. Analyze, evaluate, and implement the use of industry standard software used in collaborative learning, including virtual education environments.</li> </ol> <p>Students will achieve these objectives by:</p> <ol style="list-style-type: none"> <li>a. Students will read assigned literature to learn about the most recent trends in learning resources and their uses. By surveying different technologies and their applications in online learning, students will be able to synthesize and analyze the uses of these tools. Students will share what they have learned to deepen their understanding of the concepts through participation in the discussions forums in the course.</li> <li>b. Students will work as a class or in small groups to develop a Distance Education Technologies Rubric which identifies the criteria for the selection and application of distance education technologies.</li> </ol> <ol style="list-style-type: none"> <li>3. Utilize cloud computing abilities to design, develop, implement and disseminate learning materials.</li> </ol> <p>Students will achieve this objective in two ways:</p> <ol style="list-style-type: none"> <li>a. Students will read assigned material and access cloud computing sites to do an analysis of cloud computing software, add-ons, and learning technologies of today's online learning arena. Students will be required to complete a Cloud Computing Assessment to identify the features, advantages, and disadvantages of various cloud computing sites.</li> <li>b. Students will engage in a class discussion on cloud computing software, add-ons, and learning technologies using the discussion forums in the course.</li> </ol> <ol style="list-style-type: none"> <li>4. Apply best practices to instructional events which are rooted in theory and research to develop training and education components for online environments.</li> <li>5. Utilize relevant technology applications to create and manage a technologically-mediated course.</li> <li>6. Apply instructional principles to produce and execute technology-mediated course ware for teaching and training purposes. <ol style="list-style-type: none"> <li>a. Students will achieve these objectives by developing a Final Project in which they employ the knowledge and skills learned throughout the course. The Final Project will consist of a learning module which incorporates production software, multimedia, cloud computing, and collaborative learning and will be submitted to the drop box and also presented to the class utilizing collaborative and/or virtual meeting software.</li> <li>b. Students will complete a peer assessment of the Final Projects, using the criteria in the Distance Education Evaluation Rubric developed for objectives 1 and 2.</li> </ol> </li> </ol>
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<ol style="list-style-type: none"> <li>1. Student-student interaction will be achieved in several ways. Students will be encouraged to share personal items of interest through two discussion forums dedicated for this purpose: a Bio Forum in which students post information about themselves, their careers, and their interests, and a Cafe Forum in which students can exchange ideas and questions on topics not specifically related to the course. There will also be a General Course Forum in which students can pose questions and comments about the course as a whole. Additionally, the use of virtual meeting software will be used extensively to showcase research, examples of software and tools used in development of online learning, and student work. Students and instructor will collaboratively utilize this tool to provide peer-evaluation, as well as perform a summative evaluation on final projects.</li> <li>2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion, sharing in documentation that is pertinent and useful, and by responding with comments and critiques on students' posts. Further, Instructor-Student Interaction is achieved through various forms of collaborative software, engaging asynchronous and synchronous methods of learning through mediated instructional tools. The discussions from these forums and the online discussion forum for student and instructor together will synthesize individual choices for software used, and help to develop modules and problems, and encourage students to help find answers to issues in an individual manner.</li> </ol>

**How will student achievement be evaluated?**

Student achievement for this will course will be assessed in the following ways:

Assessment	Objective s	% of Course Grade	Points
1. Distance Education Technologies Rubric	1-2	10%	10
2. Multimedia Presentation	1-2	10%	10
3. Cloud Computing Assessment	3	5%	5
4. Collaborative Learning Project	3	10%	10
5. Final Project	1-6	25%	25
6. Final Project Presentation	1-6	10%	10
7. Peer Evaluation of Final Project Presentations	1-6	5%	5
8. Discussion and Participation	1-6	25%	25
Total		100%	100

A = 91 to 100 points    B = 81 to 90 points    C = 71 to 80 points    F = 70 or fewer points

1. Develop an understanding of various software, including production software, used to create interactive educational and training materials.
2. Analyze, evaluate, and implement the use of industry standard software used in collaborative learning, including virtual education environments.

Student achievement of these objectives will be assessed in the following ways:

- a. Students will develop (as a class or in small groups) a Distance Education Technology Rubric (Assessment #1, 10% of the course grade, 10 points) in which the criteria for the selection and application of distance education technologies is specified. Students' contributions to the development of the rubric will be assessed using a rubric developed for this assignment.
- b. Students will develop a Multimedia Presentation and deliver it to the class. The presentation will exemplify the students' understanding of multimedia and its application in distance learning. (Assessment #2, 10% of the course grade, 10 points).
- c. The quality of students' comments and questions on these topics in a discussion forum (Assessment #8, 25% of the course grade, 25 points). Students' participation in the discussion will be assessed using the Online Discussion Participation Rubric and the grade for this discussion will be factored into the total discussion grade for the course.

3. Utilize cloud computing abilities to design, develop, implement, and disseminate learning materials.

Achievement of this objective is through the following means:

- a. Students' achievement of this objective will be assessed by completing a Cloud Computing Assessment. The criteria for the assessment will be provided to students by the instructor. Students will need to complete assessments for a minimum of three cloud computing sites (Assessment #3, 5% of the course grade, 5 points).
- b. Students will develop a Collaborative Learning Project in which they employ multiple development and collaborative dissemination tools (Assessment #4, 10% of the course grade, 10 points). Students will be assessed through the use of a rubric which will be developed for this assignment.
- c. The quality of students' comments and questions on these topics in a discussion forum (Assessment #8, 25% of the course grade, 25 points). Students' participation in the discussion will be assessed using the Online Discussion Participation Rubric and the grade for this discussion will be factored into the total discussion grade for the course.

4. Apply best practices to instructional events which are rooted in theory and research to develop training and education components for online environments.

5. Utilize relevant technology applications to create and manage a technologically-mediated course.

6. Apply instructional principles to produce and execute technology-mediated courseware

for teaching and training purposes.

Student achievement for objectives 4, 5, and 6 will be assessed in three ways:

- a. Students will complete a Final Project in which they will demonstrate an understanding of and ability to apply distance education technologies to a learning module (Assessment #5, 25% of the course grade, 25 points). The Final project will be presented in class (Assessment #6, 10% of the course grade, 10 points). The Final Project and Final Project Presentation will be graded using a rubric developed for these assignments.
- b. Students will provide peer feedback to other students on their Final Projects using the Distance Education Technologies Rubric developed for Assessment #1). Peer Feedback is Assessment #7, 5% of the course grade, 5 points).
- c. The quality of students' comments and questions on these topics in a discussion forum (Assessment #8, 25% of the course grade, 25 points). Students' participation in the discussion will be assessed using the Online Discussion Participation Rubric and the grade for this discussion will be factored into the total discussion grade for the course.

<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p>Academic Honesty will be addressed in the following ways:</p> <p>1. The following academic integrity policy will appear in the syllabus for this course:</p> <p style="padding-left: 40px;">Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. Students will be required to submit all papers involving referenced work to Turn-it-in. Assignments will be designed to minimize the potential for violations of academic integrity.</p> <p style="padding-left: 40px;">Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at <a href="http://www.iup.edu/page.aspx?id=127235">http://www.iup.edu/page.aspx?id=127235</a>.</p> <p>2. Student grades for this course are based on a combination of individual projects (Multimedia Presentation, Cloud Computing Assignment, Final Project, and Final Project Presentation), collaborative group work (Distance Education Technologies Rubric and Collaborative Learning Project), and individual contributions to discussions and peer evaluations (Peer Evaluation of Final Project Presentations and Discussion Participation). Individual assignments require students to incorporate their personal and professional experience, therefore each project will be unique. Group projects are designed to encourage collaboration and inhibit cheating and plagiarism because group members tend to be self-policing. Also, groups are required to conduct their discussions in the LMS discussion forums, as well as live with virtual meeting software, where the instructor can observe and interact with the discussions and development of the group work.</p>
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## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	
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Liberal Studies Course Designations (Check all that apply)	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></p>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	



<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	

## Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File      Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the</b></p> <p><b>Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

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>