

ACE 630 Distance Education Pedagogy-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*

Proposer*	Gary Dean	Proposer Email*	gjdean@iup.edu
Contact Person*	Gary Dean	Contact Email*	gjdean@iup.edu
Proposing Department/Unit*	Adult and Community Education	Contact Phone*	7-2470

(A) Course Prefix*	<p><i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i></p> <p>ACE</p>
(B) Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>630</p>
(C) Course Title*	Distance Education Pedagogy
(D) Course Level*	graduate-level
(E) Cross Listed*	<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>
(F) Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
(G) Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<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>
(J) Prerequisite(s)	
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<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>
(M) Recommended Class Size	<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>
(N) Catalog Description*	<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>Examines effective teaching in online and distance learning environments. Topics include preparing to teach, basic considerations of distance education teaching, distance education teaching strategies, assessing learners, and issues related to special needs and cultural diversity of learners.</p>

<p>(O) Student Learning Outcomes*</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, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify institutional resources to support distance education teaching. 2. Apply learning theories to developing distance education teaching strategies. 3. Select appropriate teaching strategies to maximize learning in distance education environments. 4. Develop collaboration and learning communities in distance education courses. 5. Identify and select appropriate distance education learning resources, including understanding copyright laws, Open Education Resources and accessible resources for learners with disabilities. 6. Create effective assessment strategies using rubrics and LMS supported assessment tools. 7. Develop effective strategies for insuring academic integrity of students. 8. Identify learner special needs and issues of cultural diversity and address these needs through course design and distance education teaching practices.
<p>(P) Brief Course Outline*</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>Topics in this course include:</p> <ol style="list-style-type: none"> 1. Institutional resources to support distance education teaching. 2. Application of learning theories to developing distance education teaching strategies. 3. Teaching strategies to maximize learning in distance education environments. 4. Collaboration and learning communities in distance education courses. 5. Identification and selection of appropriate distance education learning resources, including understanding copyright laws, Open Education Resources, and accessible resources for learners with disabilities. 6. Assessment strategies using rubrics and LMS supported assessment tools. 7. Academic integrity of students. 8. Learner special needs and issues of cultural diversity in online learning.

<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</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. Distance education pedagogy is a growing area of theory and practice in adult education. Knowledge of effective online teaching methods and strategies is essential information for all distance education teachers. Many institutions of higher education, businesses, health care organizations, government agencies, etc., are developing distance education programs. A course in distance education pedagogy will add significantly to students' ability to be effective practitioners as instructional designers, trainers, and educators.</p>
<p>(R) University Senate Summary of Rationale</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. Distance education pedagogy is a growing area of theory and practice in adult education. Knowledge of effective online teaching methods and strategies is essential information for all distance education teachers.</p>

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p>				
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Students from other majors may take this course as an elective.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</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>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="289 1423 540 1497">File</th> <th data-bbox="540 1423 1495 1497">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="289 1497 1495 1623"> <hr/> </td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
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<p>(Y) Are the Resources Adequate?*</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

If Completing this Section, Check the Box to the Right:	distance-education
Course Prefix /Number	ACE 630
Course Title	Distance Education Pedagogy
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline	<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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Topics in this course include:</p> <ol style="list-style-type: none"> 1. Institutional resources to support distance education teaching. 2. Application of learning theories to developing distance education teaching strategies. 3. Teaching strategies to maximize learning in distance education environments. 4. Collaboration and learning communities in distance education courses. 5. Identification and selection of appropriate distance education learning resources, including understanding copyright laws, Open Education Resources, and accessible resources for learners with disabilities. 6. Assessment strategies using rubrics and LMS supported assessment tools. 7. Academic integrity of students. 8. Learner special needs and issues of cultural diversity in online learning.
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?	I have successfully developed and taught courses online since 2010 in the Master of Arts in Adult and Community Education. I have taught courses on pedagogy and teaching adults in the past.

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>This course will be conducted through a variety of methods, including individual research, practical application, and discussion. Students will engage in online discussion through the discussion forums. This will provide students with the opportunity to process what they have learned from the readings and arrive at a deeper understanding of the readings as well as contribute to the collective knowledge of the class. The learning outcomes and methods are outlined below.</p> <ol style="list-style-type: none"> 1. Identify institutional resources to support distance education teaching. <p>Objective 1 will be achieved by students reading assigned material, completing a questionnaire on their institutional resources for distance education teaching, and participating in instructor-led class discussions on the topic.</p> 2. Apply learning theories to developing distance education teaching strategies. 3. Select appropriate teaching strategies to maximize learning in distance education environments. 4. Develop collaboration and learning communities in distance education courses. <p>Objectives 2, 3, and 4 will be achieved by students reading assigned material, writing a paper describing the online teaching strategies they will use and the underlying learning theories for those strategies, and participating in instructor-led class discussions on the topic.</p> 5. Identify and select appropriate distance education learning resources, including understanding copyright laws, Open Education Resources and accessible resources for learners with disabilities. <p>Objective 5 will be achieved by students conducting research to identify resources for online courses. Students will evaluate each resource for appropriateness for their learning objectives and learners, and accessibility.</p> 6. Create effective assessment strategies using rubrics and LMS supported assessment tools. 7. Develop effective strategies for insuring academic integrity of students. <p>Objectives 6 and 7 will be achieved by students developing rubrics, assessment strategies and academic integrity procedures and applying them in an LMS.</p> 8. Identify learner special needs and issues of cultural diversity and address those needs through course design and online teaching practices. <p>Objective 8 will be achieved by students reading assigned material and responding to case studies describing special needs students and issues of cultural diversity. In addition, students will participate in an instructor-led course discussion on this topic.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<ol style="list-style-type: none"> 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. In addition, there will be a General Course Forum in which students can pose questions and comments about the course as a whole. There will also be discussion forums for each module in which students are required to respond to questions posed by the instructor and other students. 2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion and posting comments and critiques on students' posts.

How will student achievement be evaluated?

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

Assessment	Objectives	% of Course Grade	Points
1. Institutional Resources Questionnaire	1	10%	10
2. Teaching Strategies and Learning Theories Paper	2-4	20%	20
3. Resource Evaluation	5	10%	10
4. Learner Assessment Project	6-7	15%	15
5. Special Needs and Diversity Case Studies	8	15%	15
6. Discussion Participation	1-8	30%	30
Total		100%	100

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

Assessment methods for each objective:

1. Identify institutional resources to support distance education teaching.

Assessment of objective 1 is through two methods:

- a) Students will complete and submit to the dropbox a questionnaire designed to help them identify institutional resources to support distance education teaching (Assessment #1, Institutional Resources Questionnaire, 10% of total course grade, 10 points). The questionnaire and directions will be provided for students.
- b) Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #6) for the course which is 30% (30 points) of the total course grade.

2. Apply learning theories to developing distance education teaching strategies.
3. Select appropriate teaching strategies to maximize learning in distance education environments.
4. Develop collaboration and learning communities in distance education courses.

Assessment of objectives 2, 3, and 4 is through two methods:

- a) Students will complete and submit to the dropbox a paper identifying their teaching strategies, how those strategies will promote the establishment of a learning community, and the learning theories underling the teaching methods (Assessment #2, 20% of total course grade, 20 points). Directions for this paper and a rubric will be provided to students for this assignment.
- b) Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #6) for the course which is 30% (30 points) of the total course grade.

5. Identify and select appropriate distance education learning resources, including understanding copyright laws, Open Education Resources and accessible resources for learners with disabilities.

Assessment of objective 5 is through two methods:

- a) Students will complete and submit to the dropbox a paper identifying and evaluating learning resources (Assessment #3, 10% of total course grade, 10 points). Directions for this paper will be provided to students for this assignment.
- b) Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #6) for the course which is 30% (30 points) of the total course grade.

6. Create effective assessment strategies using rubrics and LMS supported assessment tools.
7. Develop effective strategies for insuring academic integrity of students.

Assessment of objectives 6 and 7 is through the following method:

Students will develop rubrics and assessment strategies for their distance education teaching environment. In addition, they will demonstrate competence in a practice course using the features of an LMS post learner assessment methods and insure academic integrity. These activities will be observed by the instructor to insure student competence. A Rubric will be developed to grade student performance. (Assessment #4, 15% of total course grade, 15 points).

8. Identify learner special needs and issues of cultural diversity and address those needs through course design and distance education teaching practices.

Assessment of objective 8 is through the following methods:

- a) Students, individually or in small groups, will respond to case studies and submit the responses to the dropbox. (Assessment #5, 15% of total course grade, 15 points). Directions for this paper and a rubric will be provided to students for this assignment.
- b) Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #6) for the course which is 30% (30 points) of the total course grade.

<p>How will academic honesty for tests and assignments be addressed?</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 http://www.iup.edu/page.aspx?id=127235.</p> <p>2. Assignments requiring cited resources (Teaching Strategies and Learning Theories Paper and Special Needs and Diversity Case Studies) will be submitted to Turn-it-in for review.</p> <p>3. Individual projects (Institutional Resources Questionnaire, Resource Evaluation, and Learner Assessment Project) require students to incorporate their personal and professional experience, therefore each project will be unique.</p>
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Liberal Studies Section

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


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

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

Teacher Education Section

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

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