

18-73A

App-3/17/09
Info-4/28/09

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

Course: PSYC 310 Developmental Psychology

FEB 13 2009

Instructor(s) of Record: K. J. Husenits

Liberal Studies

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Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
I have taught PSYC 321 (Abnormal Psychology) as a DE course since Summer 2007 and I have taught PSYC 310 (Developmental Psychology) since the mid 1990's as a classroom course. My instruction in both courses in both formats has been observed and approved by the Psychology Department faculty. I also utilize WebCt components for other graduate and undergraduate courses I currently teach.

2. How will each objective in the course be met using distance education technologies?
Objective 1: *Students will be presented with PowerPoint guides (lecture 1) for each module's readings and an accompanying lecture (lecture 2) offering material such as current research articles to supplement students' course textbook.*

Objective 2: *Additionally, they are required to respond to questions presented in a liberal studies textbook of controversial issues in developmental psychology and to the original writings of the major figures in developmental psychology via the WebCt Discussion tool. Lectures will serve as means for highlighting the most important aspects of topics and the Discussion requirement will evaluate their critical thinking skills.*

Objective 3: *Students will submit via the WebCt Assignment tool a total of three 2-3 page papers describing their completion of hands-on assignments geared to demonstrate theory. Each assignment has a structured format requiring them to self-reflect on their observations and experiences.*

Objective 4: *Students will complete a total of 5 online exams testing each of five units.*

Objective 5: *This proposal represents a revision of the DE format for this course. Revisions include:*
1. *Changed textbook from Berks to Boyd and Bee.*
2. *Addition of several Discussion boards in the course.*
3. *Hands-on assignments submitted through WebCt Assignment tool*
4. *Use of liberal studies textbook as source of critical thinking discussions.*

3. How will instructor-student and student-student, if applicable, interaction take place?
Students can access me via the WebCt course and through my IUP email address and IUP phone listed on the course syllabus. I have also created two Discussion rooms in the course. The first is titled "Ask the Instructor" and is intended for student questions in which their peers may have interest. The second is titled "CyberChat" and is intended for students to communicate with each other such topics as setting up study groups.

4. How will student achievement be evaluated?
Students will be graded on the quality of their posts to the liberal studies Discussion board, on five non-cumulative exams, each to follow each course instructional unit and on three 2-3 paper assignments that provide them experiential opportunities. In addition, students are provided with extra credit opportunities for responding to course material encapsulated within lectures via the CyberChat discussion tool.

5. How will academic honesty for tests and assignments be addressed?

Exams will be time-limited so that students will have 75 minutes to complete each 50 question multiple choice exam. Each exam is generated randomly from a large test bank so that each student will receive a different exam and the alternative answers for each exam question is displayed in a random fashion across exams. An honesty statement containing the IUP statement of adherence to academic integrity and punitive actions for violation of this policy will precede each exam and a no print script is set within each exam so that students cannot copy them. My syllabus also contains a statement concerning rules about violations of academic integrity.

Assignments change from semester to semester so that the liberal studies textbook will not remain the same across any two semesters and/or the instructions will change as well.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Mary Jane Zornick 2/10/07
Signature of Department Designee Date

Endorsed:

John D. Eck 2/10/09
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedwick 3/17/09
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Herb Gutman (m) 4/2/09
Signature of Provost Date

Forward form and supporting materials to Associate Provost.