ACE 610 Learning Management Systems-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

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**Indicates a required field*

Proposer*	Lucinda Willis	**Proposer Email***	willisl@iup.edu
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Proposing Department/Unit*	Adult and Community Education	**Contact Phone***	7-2470

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* ACE
(B) Course Number*	*If Dual Listed, enter both course numbers* 610
(C) Course Title*	Learning Management Systems
(D) Course Level*	graduate-level
(E) Cross Listed*	*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* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3
(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	
(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	NO Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(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.* Examines the practical use of computers as tools for developing effectiveness and efficiency in training and education through the use of Learning Management Systems (LMS). Learners explore the use of the computer in school and non-school training and education settings, conduct critical evaluation of LMS and computer-based instructional/training materials, and develop strategies for integrating computing into the total learning environment. Current research in the area of instructional computing and its implications for training and education are also discussed.

(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* Upon completing this course each student will be able to: 1. Understand features and applications in various Learning Management Systems (LMS). 2. Adapt existing classroom instructional systems to online instructional systems for use in online learning. 3. Incorporate instructional technology into the design of online instruction. 4. Utilize relevant pedagogy, hardware, and software to create and manage a technologically mediated course. 5. Demonstrate the ability to plan and produce an interactive unit of instruction in a learning management system. 6. Apply universal design principles and adaptive technologies to developing an interactive unit of instruction.
(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.* Topics addressed in this course are: • Introduction to Learning Management Systems (LMS) • Introduction to Standardized LMS (survey of industry standard models) • Applying instructional design in an LMS • Incorporating technology into instructional design • Evaluation and analysis of LMS models; uses & limitations of various LMS models • Adapting face-to-face courses for LMS for both synchronous and asynchronous delivery • Utilizing universal design and adaptive technology in learning management systems.

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	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 Learning Management Systems (LMS) in creating learning presentations, and in training and teaching. Survey of tools on the market currently will allow students to evaluate best practices for tools used in LMS, their abilities, and their limitations. These tools will provide learners with foundational knowledge from which they can further develop their understanding of LMS, and will give the learners the ability to design, develop, and disseminate quality presentation materials for asynchronous as well as synchronous environments.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* 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 Learning Management Systems (LMS) in creating learning presentations, and in training and teaching. Survey of tools on the market currently will allow students to evaluate best practices for tools used in LMS, their abilities, and their limitations.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Major Requirement If Other, please explain:

(T) Is a Similar Class Offered in Other Departments? * 	NO Please Provide Comment:
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: Students from other majors may take this course as an elective.
(V) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) There are no implications for other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

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 610
Course Title	Learning Management Systems
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline	*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.* Topics addressed in this course are: • Introduction to Learning Management Systems (LMS) • Introduction to Standardized LMS (survey of industry standard models) • Applying instructional design in an LMS • Incorporating technology into instructional design • Evaluation and analysis of LMS models; uses & limitations of various LMS models • Adapting face-to-face courses for LMS for both synchronous and asynchronous delivery • Utilizing universal design and adaptive technology in learning management systems.
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 2005 in undergraduate and graduate classes for the Technology Support & Training Department, the Master of Arts in Business Education, and 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.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	This course will be conducted primarily through three methods: learning of concepts, project-based learning, and discussion and interaction with peers. The projects are designed to provide students with a hands-on, theory-to-practice experience in using learning management systems. Students will ultimately develop web-based instructional projects which will be peer-evaluated as well as instructor evaluated. Students will engage in online discussion through the discussion forums and virtual meeting software to enhance their understanding of learning management systems. This will provide them the opportunity to talk with fellow students, share in development tips, and peer-evaluate with others in the course, both formally and informally. This will also contribute to the collective knowledge of the class. Specific methods for each objective are outlined below. 1. Understand features and applications in various Learning Management Systems (LMS). 2. Adapt existing classroom instructional systems to online instructional systems for use in online learning. 3. Incorporate instructional technology into the design of online instruction. Students will achieve these objectives through two means. a. Students will read and discuss the literature to learn about the most recent trends in learning resources and their uses, instructional systems, how to synthesize and analyze the differences and similarities in learning management systems, and how to create instructional projects. b. Students, working with the whole class or in small groups will develop a rubric to evaluate the quality of LMS based instructional modules. This activity will require students to synthesize and apply what they have learned about LMS features and uses. 4. Utilize relevant pedagogy, hardware, and software to create and manage a technologically mediated course. Students will achieve this objective through two methods. a. Students will research new techniques, add-ons, and learning technologies of today's online learning arena then use them in their own instructional projects (Developmental Project). A peer-sharing, building/critique assessment utilizing virtual meeting software helps students to see the abilities gained by working with software and hardware created to streamline building learning management systems, and by working with these to develop a course module, showcasing the knowledge gained. b. Students will engage in discussions on theory and current research which will be informed with journal articles, chapters from books, and industry-standard information. These discussions are held in the online discussion forums, where students will be assessed on quality discussion comments, number of posts, and additional supporting documents shared throughout the class. Students will comment on, ask questions about, and critique other students' supplemental documentation through the discussion forums. 5. Demonstrate the ability to plan and produce an interactive unit of instruction in a learning management system. 6. Apply universal design principles and adaptive technologies to developing an interactive unit of instruction. These two objective will be achieved through the following two methods: a. Students will read assigned course materials to learn instructional strategies which incorporate visual design principles, universal design, and adaptive technology. Visual design will be emphasized to give students a strong sense of its value in instructional modules. Students will discuss these concepts in the discussion forums. b. For the Final Project, students will develop a second instructional module. This will be accomplished within a learning management system, and meet a criteria list of requirements developed throughout the semester. Students will share their final module with other students, who will complete a final assessment on those pages, using a developed rubric to analyze and critique the finished sites. Students will also receive instructor feedback on their Final Project.
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	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 peer-evaluate students' projects, as well as perform a summative evaluation on the final project. 2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion, sharing of documentation that is pertinent and useful, and by posting comments and critiques on students' posts. Further, Instructor-Student Interaction is achieved through virtual meeting software, a real-time forum for class members to join in discussions, showcasing developing modules and problems, and encouraging students to help find answers to issues together.

How will student achievement be evaluated?

Student achievement for each objective will be measured by the following:

Course Assessment	Objectives	% of course grade	Points
1. Module Evaluation Rubric	1-3	15%	15
2. Developmental Project	4	20%	20
3. Collaborative Peer Feedback	4-5	15%	15
4. Final Project	5-6	25%	25
5. Online Discussion 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

Assessment methods for each objective:

1. Understand features and applications in various Learning Management Systems (LMS).
2. Adapt existing classroom instructional systems to online instructional systems for use in online learning.
3. Incorporate instructional technology into the design of online instruction.

Students' achievement of these objectives will be assessed through two activities:

a. Students will be assessed on their contribution to the development of the Module Evaluation Rubric (Assessment #1, 15% of the course grade, 15 points). In this assessment the class as a whole (or in small groups) will develop a rubric to evaluate the quality of instructional modules. Student contribution to this project will be assessed using a rubric developed for this assignment.

b. Second, students will be assessed on their participation in the discussion forums (Assessment #5, 25% of the course grade, 25 points). The quality of comments and questions posted by students in the asynchronous online discussion forum will be assessed using the Online Discussion Participation Rubric. Participation in these discussions will be factored into the overall grade for discussion participation.

4. Utilize relevant pedagogy, hardware, and software to create and manage a technologically mediated course.

Students achievement of this objective will be measured by two methods:

a. Students will develop and present the Developmental Project (Assessment #2, 20% of the course grade, 20 points). In this project students will develop and present to the class a basic instructional module using an LMS.

b. Students will engage in Peer Feedback on other students' Developmental Projects (Assessment #3, 15% of the course grade, 15 points). The grade for this assessment will be determined by the quality of student's peer evaluation comments for both the Developmental and Final Projects. A rubric to assess the quality of student's peer evaluation comments will be developed for this assessment.

5. Demonstrate the ability to plan and produce an interactive unit of instruction in a learning management system.

6. Apply universal design principles and adaptive technologies to developing an interactive unit of instruction.

Students' achievement of these objectives will be assessed by two means:

a. Students will develop a Final Project (Assessment #4, 25% of the course grade, 25 points). In the Final Project students will demonstrate an understanding of the features of the LMS they are using including universal design and adaptive technology, the application of instructional design principles to the development of an instructional module, and the use of visual learning theory to enhance the learning effectiveness of the module.

b. Students will engage in Peer Feedback on other students' Final Projects (Assessment #3, 15% of the course grade, 15 points). The grade for this assessment will be determined by the quality of student's peer evaluation comments for both the Developmental and Final Projects. A rubric to assess the quality of student's peer evaluation comments will be developed for this assessment.

How will academic honesty for tests

and assignments be addressed?

Academic Honesty will be addressed in the following ways:

1.The following academic integrity policy will appear in the syllabus for this course:

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.

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.

2. Student grades for this course are primarily based on a class project (Module Evaluation Rubric) and individual projects (Developmental Project and Final Project). The class project requires students to make contributions to a rubric. Student contributions that are copied from other students will be readily transparent. The individual projects require students to develop independent instructional design projects in an LMS which do not require the use of cited sources.

3. 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. Individual assignments require students to synthesize and apply new information and incorporate personal and professional experiences to produce individual projects.

Liberal Studies Section

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

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	

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

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

If Completing this Section, Check the Box to the Right:	
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** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

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