

ACE 617 Distance Education Technology-CrsRvs-2019-04-01

- 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-CrsRvs-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**” (*not Save Draft*) 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* | Jacqueline McGinty | Proposer Email* | jmcginty@iup.edu |
| Contact Person* | Jacqueline McGinty | Contact Email* | jmcginty@iup.edu |
| Proposing Department/Unit* | Professional Studies in Education | Contact Phone* | 724-357-2400 |

| | |
|----------------------|----------------|
| Course Level* | graduate-level |
|----------------------|----------------|

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

| | |
|---|--|
| Category A: catalog_desc_change course_title_change | Category B: course_revision distance-education <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i> |
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Rationale for Proposed Changes (All Categories)

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| <p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p> | <p>This proposal is being submitted to change the course name for ACE 617, Distance Education Technology, to ACE 617, Education Technology. This course name change is being proposed to reflect the major program revision for the M.A. in Adult in Community Education to transition to the M.A. in Instructional Design and Technology.</p> <p>In addition to changing the course name, the course learning outcomes are being revised to include distance, hybrid, and classroom education technologies. The previous ACE 617 course only covered distance education technologies. The fields of instructional design and education technology both involve a variety of education technologies and do not focus solely on distance technologies. ACE 617 is being revised to reflect this trend and to expand the course content to explore technologies for distance, classroom, and hybrid learning environments.</p> |
| <p>(B) 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 proposal is to change the course name for ACE 617, Distance Education Technology, to ACE 617, Education Technology. This course name change is being proposed to reflect the major program revision for the M.A. in Adult in Community Education to transition to the M.A. in Instructional Design and Technology. In addition to changing the course name, the course learning outcomes are being revised to include distance, hybrid, and classroom education technologies.</p> |
| <p>(C) Implications of the change on the program, other programs and the Students:*</p> | <p>There are no known implications for any other departments or programs. This change will not affect students as it reflects the broader updates to the M.A. degree in Adult and Community Education.</p> |

| Current Course Information* | |
|----------------------------------|-------------------------------|
| Category A | |
| (D) Current Prefix* | ACE |
| Proposed Prefix | ACE |
| (E) Current Number* | 617 |
| Proposed Number | 617 |
| (F) Current Course Title* | Distance Education Technology |
| Proposed Course Title | Education Technology |
| (G) Prerequisite(s) | none |
| Proposed Prerequisite(s) | none |

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| (H) Current Catalog Description | Explores the use of 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. |
| Proposed Catalog Description | Explores the use of education technology to enhance effectiveness and efficiency in developing teaching and training. Learners explore the use of technologies used in school and non-school teaching or training settings, conduct critical evaluation of technologies currently used in industry (both educational and corporate), and integrate these technologies into the teaching/training and development environment. Current research in the area of educational technology and its practical implications for teaching and training are also discussed. |
| <i>If changing Category A, no further action required.</i> | |
| Category B (if no change, leave blank) | |
| (I) Repeatable Course This is for a course that can be repeated Multiple times e. g. Internship | NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated: |
| Proposed 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) Number of Credits | Class Hours per week:3 Lab Hours:0 Credits:3 |
| Proposed Number of Credits | Class Hours:3Lab Hours:0Credits:3 |
| (K) Current Course Student Learning Outcomes (SLOs) | Upon completing this course each student will be able to: 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. 3. Utilize cloud computing abilities to design, develop, implement, and disseminate learning materials. 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. |

| <p>(L) Proposed Course Student</p> <p>Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p> | <p>Note that the text box in the table expands</p> <table border="1" data-bbox="232 184 1482 646"> <thead> <tr> <th data-bbox="232 184 321 258">SLO #</th> <th data-bbox="321 184 980 258">Outcome</th> <th data-bbox="980 184 1482 258">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="232 258 321 300">1</td> <td data-bbox="321 258 980 300">Design educational media using a variety of digital technologies.</td> <td data-bbox="980 258 1482 300">Learning object assignment.</td> </tr> <tr> <td data-bbox="232 300 321 373">2</td> <td data-bbox="321 300 980 373">Utilize current research and information to analyze instructional design problems related to various educational technologies.</td> <td data-bbox="980 300 1482 373">Collaborative case study assignment.</td> </tr> <tr> <td data-bbox="232 373 321 447">3</td> <td data-bbox="321 373 980 447">Investigate best practices for implementing education technology across a variety of learning environments.</td> <td data-bbox="980 373 1482 447">Research article analysis assignment.</td> </tr> <tr> <td data-bbox="232 447 321 520">4</td> <td data-bbox="321 447 980 520">Describe professional standards and ethics related to implementation and use of digital technologies.</td> <td data-bbox="980 447 1482 520">Conference proposal assignment.</td> </tr> <tr> <td data-bbox="232 520 321 594">5</td> <td data-bbox="321 520 980 594">Compare theories and perspectives on educational technology across diverse contexts.</td> <td data-bbox="980 520 1482 594">Class discussions and the collaborative case study assignment.</td> </tr> <tr> <td data-bbox="232 594 321 646">6</td> <td data-bbox="321 594 980 646">Identify resources for instructional media and content creation across a variety of digital platforms.</td> <td data-bbox="980 594 1482 646">Course discussions, learning object assignment, and the collaborative case study assignment.</td> </tr> </tbody> </table> | SLO # | Outcome | How outcome is assessed | 1 | Design educational media using a variety of digital technologies. | Learning object assignment. | 2 | Utilize current research and information to analyze instructional design problems related to various educational technologies. | Collaborative case study assignment. | 3 | Investigate best practices for implementing education technology across a variety of learning environments. | Research article analysis assignment. | 4 | Describe professional standards and ethics related to implementation and use of digital technologies. | Conference proposal assignment. | 5 | Compare theories and perspectives on educational technology across diverse contexts. | Class discussions and the collaborative case study assignment. | 6 | Identify resources for instructional media and content creation across a variety of digital platforms. | Course discussions, learning object assignment, and the collaborative case study assignment. |
|---|--|--|---------|-------------------------|---|---|-----------------------------|---|--|--------------------------------------|---|---|---------------------------------------|---|---|---------------------------------|---|--|--|---|--|--|
| SLO # | Outcome | How outcome is assessed | | | | | | | | | | | | | | | | | | | | |
| 1 | Design educational media using a variety of digital technologies. | Learning object assignment. | | | | | | | | | | | | | | | | | | | | |
| 2 | Utilize current research and information to analyze instructional design problems related to various educational technologies. | Collaborative case study assignment. | | | | | | | | | | | | | | | | | | | | |
| 3 | Investigate best practices for implementing education technology across a variety of learning environments. | Research article analysis assignment. | | | | | | | | | | | | | | | | | | | | |
| 4 | Describe professional standards and ethics related to implementation and use of digital technologies. | Conference proposal assignment. | | | | | | | | | | | | | | | | | | | | |
| 5 | Compare theories and perspectives on educational technology across diverse contexts. | Class discussions and the collaborative case study assignment. | | | | | | | | | | | | | | | | | | | | |
| 6 | Identify resources for instructional media and content creation across a variety of digital platforms. | Course discussions, learning object assignment, and the collaborative case study assignment. | | | | | | | | | | | | | | | | | | | | |
| <p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</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>The topics covered in this course are:</p> <ul style="list-style-type: none"> • Introduction to various production software used to create interactive educational and training materials. • Overview of industry standard software used in collaborative learning, including virtual education environments. • Use of cloud computing applications to design, develop, implement, and disseminate learning materials. • Identification and application of best practices to develop training and education components for online environments. • Use of technology applications to create and manage a technologically-mediated course. • Application of instructional design principles to produce and execute technology-mediated course ware for teaching and training purposes. | | | | | | | | | | | | | | | | | | | | | |

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| <p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the 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>This course will include a variety of activities and assessments, including case studies, online activities and discussions. Weekly readings, lectures, and multimedia content will cover the course topics listed below. Students will engage in both classroom and online discussion to collaborate, share information, and engage in critical reflection. These activities will provide learners 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.</p> <p>Topics covered in this course include:</p> <ul style="list-style-type: none"> • Digital tools for creating learning materials. • Current research, trends, and information on educational technologies. • Education technology professional associations and professional development opportunities. • Theories and perspectives on educational technology across diverse contexts. • Resources for instructional media and content creation across a variety of digital platforms. • Guidelines for digital educational content creation including accessibility and copyright standards. • Applications for digital technologies for teaching, training, and non-traditional learning environments. |
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Distance Education Section

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

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| If Completing this Section, Check the Box to the Right: | NOTE: you must check this box if the Course has previously been approved for Distance Education distance-education |
| Course Prefix/Number | |
| Course Title | |
| Type of Proposal | <i>See CBA, Art. 42.D.1 for Definition</i> |
| 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> |
| 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? | |

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| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | |
| <p>How will the instructor-student and student-student interaction take place? (if applicable)</p> | |
| <p>How will student achievement be evaluated?</p> | |
| <p>How will academic honesty for tests and assignments be addressed?</p> | |

Liberal Studies Section

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

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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> |
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| Liberal Studies Course Designations (Check all that apply) | | | | | | | | | |
|---|---|--------------------------------|--------------|---|--|--|--|---|--|
| Learning Skills: | | | | | | | | | |
| Knowledge Area: | | | | | | | | | |
| | | | | | | | | | |
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| Liberal Studies Elective | <i>Please mark the designation(s) that apply - must meet at least one</i> | | | | | | | | |
| <p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p> | <p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table> | Informed Learners demonstrate: | Course SLO # | <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | | <ul style="list-style-type: none"> The aesthetic facets of human experience | | <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives | |
| Informed Learners demonstrate: | Course SLO # | | | | | | | | |
| <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | | | | | | | | | |
| <ul style="list-style-type: none"> The aesthetic facets of human experience | | | | | | | | | |
| <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives | | | | | | | | | |

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| <ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures | |
| <ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities | |
| <ul style="list-style-type: none"> • the interrelationships within and across disciplines | |
| Empowered Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • effective oral and written communication abilities | |
| <ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies | |
| <ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools | |
| <ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources | |
| <ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action | |
| <ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups | |
| <ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation | |
| <ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas | |
| Responsible Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • intellectual honesty | |
| <ul style="list-style-type: none"> • concern for social justice | |
| <ul style="list-style-type: none"> • civic engagement | |
| <ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world | |
| <ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others | |

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| <p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p> | <i>Narrative on how the course will address the Selected Category Content</i> | |
| | Course SLO # | Assessment Tool to be used to measure the outcome |
| | 1 | |
| | 2 | |

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| 3 | |
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

| | |
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| <p>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.</p> | |
| <p>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.</p> | |

Teacher Education Section

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

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| <p>If Completing this Section,</p> <p>Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</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 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>