

15-41c.
 UWCC: App 9/1/15
 Senate Info 10/6/15

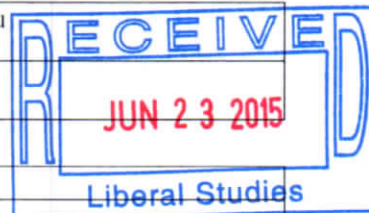
Template E

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department program faculty for a vote and finally to the department program chair.
3. The department program chair emails the proposal to curriculum-approval@iup.edu this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's officer(s) for review within 17 days and post it on the X Drive for review by all D/P faculty and administrators. Following the dean's review the proposal goes to the UWCC, UWG and the Senate.
5. Questions? Email curriculum-approval@iup.edu

Contact Person:	Robert Sechrist	Email Address:	rpsecrest@iup.edu
Proposing Depart/Unit:	Geography & Regional Planning	Phone:	X2250



Course Prefix/Number	GEOG314 / RGPL314/GEOG514
Course Title	Map and Photograph Interpretation
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>(template E only required)</i> <input type="checkbox"/> No – <i>(template A and E both required)</i>
Type of Proposal	<i>(see questions on the back)</i> <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <small>Keep an outline of sufficient detail to communicate the content/structure/structure of your course to the committee. Do not include the course number or title of the course.</small>	Introduction Landmarks of Map Making Map Basics: Scale, Generalization, Artistry The Figure of the Earth and Coordinate Systems Map Projections: The Spherical Earth reduced Topographic Map Reading Earth From Above: Aerial Imagery History Earth From Above: Aerial Image Interpretation Geocoding Systems Planetary Mapping Systems and Interpretation Thematic Map Interpretation Special Purpose Maps Future of Maps, Map Reading, and Imagery Analysis
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?	Dr. Sechrist has taught this course once previously and designed its contents wholly in D2L. Dr. Sechrist has taught distance education courses for the past four years. Dr. Sechrist has taught at IUP since 1986.
For each outcome in the course, describe how the outcome will be achieved using	1. Understand coordinate systems and projections – Students will read the text, other readings, and watch videos on coordinates and projections. An exercise guiding students through

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<p>Distance Education technologies.</p>	<p>understanding the three major projection types and their variants will be completed by each student.</p> <p>2. Understand map and imagery data collection systems - Students will read the text, other readings, and watch videos on historic and current methods of geospatial data collection and cartographic display.</p> <p>3. Comprehend map numbering systems - Students will read the text, other readings, and watch videos on map numbering systems. An exercise guiding students through the concepts of metes and bounds, Public Land Survey System, Government and corporate tiling schemes, will be completed by each student.</p> <p>4. Interpret cartographic symbology - Students will read the text, other readings, and watch videos on coordinates and projections. A flash card type drill is employed to reinforce the meaning of standard land use/cover, topographic, weather, military, utility, and geologic map symbols.</p> <p>5. Interpret and evaluate imagery - Students will read the text, other readings, and watch videos on identifying objects and defining areas of common land cover. An exercise guiding students through the process, designed much like a scavenger hunt, will assist students in learning to identify planes on the ground, tanks in the trees, areas of stunted growth in farm fields, estimate the heights of buildings, identify impact craters on Mars, and evaluate implications of time of day and season on interpretation.</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Using D2L interaction options, email, and telephone</p>
<p>How will student achievement be evaluated?</p>	<p>Quizzes, tests, online exercises, written responses to discussions</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>D2L will take care of most of the issues here. Exam and quiz questions are fully randomized by D2L. For written work the D2L originality checker will be used.</p>