

Undergraduate Distance Education Course Approval Form

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

Existing Course Approval

Course: GS 101 The Dynamic Earth

Contact Person: Karen Rose Cercone Phone 7-5623 E-mail kcercone

Department: Geoscience

Approvals (signature and date)

John D. Eck Barlene Richard 3-2-00
College Dean Department Chair

Barlene Richard
Department Curriculum Committee

Send this form and the questionnaire to the Dean of the School of Continuing Education for
distribution to other offices. No further approval is required

LSC Use Only
Number: _____
Submission Date: _____
Action Date: _____

UWCC Use Only
Number: _____
Submission Date: _____
Action Date: _____

New Course Approval

Course: _____

Contact Person: _____ Phone _____ E-mail _____

Department: _____

Approvals (signature and date)

Department Curriculum Committee

Department Chair

College Curriculum Committee

College Dean

Director of Liberal Studies
(where applicable)

Provost
(where applicable)

Distance Education Course Approval Questionnaire

Course: GS 101 The Dynamic Earth 3
(number) (title) (credit hours)

Instructor of Record: Karen Rose Cercone
(print name)

Whenever distance education technologies (as defined in Article 42, Section A, 1 of CBA) are used for more than one-third of teaching contact hours of a course, the academic department must review the course format and indicate its approval. Criteria used are listed under Article 42, Section B, 2.

1. Will a qualified instructor teach the course?
Yes. The only instructor who will teach the distance ed section is KRCercone, who has taught the course since she first created it.
2. Will the technology serve as a suitable substitute for the traditional classroom?
Yes. The same Powerpoint slides and audio lecture will be used for both groups of students. Email participation will replace verbal.
3. Are there suitable opportunities for interaction between the instructor and student?
Yes. Email, chat rooms and bulletin boards will be used to draw all students into the class discussion, no matter what location they are at. Phone contacts will also be supported.
4. Will there be suitable methods used to evaluate student achievement?
Rigorous open-book exams and other writing assignments will replace computer-graded multiple choice exams.
5. Describe the evaluation methods to be used.
Three open-book essay exams, a non-text book review, and a minimum number of class discussion points (earned through email, chat room or bulletin board postings) will determine the grade.

**Proposal for Distance Education Course
GS 101 The Dynamic Earth
Summer 2000
Karen Rose Cercone, Geoscience Department**

I. Overview

In 1998, I completely reconfigured my GS 101 course to incorporate new multimedia technology. In addition to showing students slides, overheads and videos, all of my course notes were given as illustrated Powerpoint lectures. Notes were also placed on the Internet for students to consult and download. This format proved both effective and popular for this non-majors science class, and I continue to use it, with the addition of providing the computer notes also at Pro-Packet to lessen the strain on university printers. Since course notes are already made available to students through the Internet, it will take only a little additional work to transform this course into a true distance learning option for off-campus students. I therefore am requesting permission, under section 2 of the Use of Technology Side Letter Agreement - Article VII document, to offer GS 101 in Summer 2000 with dual standard and distance education sections.

II. Curricular Questions

- 1) *What technology will be used?*
Web pages for each class lecture will be constructed using standard html code generated by Netscape Composer software. Audio recordings of the lecture will be provided by digital audio downloads attached to each web slide. Chat sessions and class bulletin boards will utilize WebCT technology.
- 2) *Will there be more than one section of this course offered using technology?*
No. One section of class will be the taught the regular way on campus and one will be taught as a distance ed course.
- 3) *How will students in the course be evaluated? Indicate specific procedures for administering, grading, and the return of examinations.*
Off-campus students will participate in class question-and-answer sessions via email, chat rooms and bulletin boards. Tests for distance education students will be open-book essays sent in by mail or email. Tests will be graded and returned by email or priority mail (choice made by students). As in past years, students taking the standard section of class will also have the option of using email comments in place of the usual verbal participation.
- 4) *How will the course and the delivery method be evaluated?*
A survey of students in both sections will be done in the last week of the course, to determine how effectively the material was conveyed and whether assessment methods were fair and reasonable. In addition, normal student evaluations will be done in the standard section of the class.

- 5) *What is the rationale for using this technology to offer this course? Indicate how technology will a) improve access, b) solve problems, or c) provide advantages.*
GS 101 is a class that is traditionally taught in a large (130-seat) section, and yet the demand for this class is usually not accommodated during regular Fall-Spring semesters. Many students would like to take or re-take the course in summer, but are not able to since they have out-of-town jobs. Students also say on course evaluations that they would prefer a more intimate classroom with more one-on-one connection with the instructor. By making the class available on a Distance Learning basis, off-campus demand for the course can be satisfied while a smaller standard section can be taught on-campus. I foresee mainly teaching this course as a Distance Learning option in the summer, when I have more time to read and grade numerous email comments and when students have job commitments that keep them from taking summer classes at IUP.
- 6) *Are the students who might be enrolling in this course anticipated to be: all on-campus students? all off-campus students? combination of both?*
Students are anticipated to be a mixture of on-campus students whose other commitments prevent them from attending class at the normal times and off-campus students. Many of the off-campus students are anticipated to be IUP students with out-of-town summer jobs or those who have taken the course before and are doing a D/F repeat. In addition, I hope that some of the students will be non-IUP students who are simply interested in the subject matter.
- 7) *What is the maximum enrollment for the course?*
I would like to keep the standard section down to 45 seats and make the distance section also 45 'seats', at least for my first attempt at teaching it. I anticipate a lot of time required to read emails and monitor chat sessions, as well as to grade written exams.
- 8) *Was the material developed by a faculty member or will it be licensed from an outside source?*
All material used in the course was developed by the faculty member. Students will sometimes be given links to free-access public web sites developed by government agencies such as the United States Geological Survey and the National Park Service.
- 9) *If telecourse, what activities will substitute for classroom time in order to achieve the objectives of the course? (Correspondence, office hours, assignments, exams?)*
This is not a telecourse.
- 10) *If telecourse, what is the schedule of broadcasts?*
This is not a telecourse.
- 11) *Will there be regular on-campus sections of this course offered during the same semester as this proposed course? How many sections?*
One regular section of this class will be taught on campus by the same instructor.

- 12) *Considering the students being served, how will your office hours accommodate their special needs?*
I anticipate most distance students communicating with me through email, which I check and answer multiple times each day (including weekends). My office hours can be used by distance students for telephone contact if necessary.
- 13) *If the technology is site to site, how many sites have been selected?*
Not applicable.
- 14) *Will supplementary materials be reasonably available to students? How?*
Students on and off-campus can purchase the internet notes already printed for them at Pro-Packet. The address and phone number will be posted on the web site syllabus.
- 15) *How will students be able to make up lessons or broadcasts missed?*
Notes will be kept on the internet site for two weeks, allowing students plenty of time to make up for any days they are sick, traveling or suffering computer failures.