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Issue 3 October 2012

Distance Education

What's New in Distance Education

Faculty Focus

Dr. Ola Kopacz has been teaching online Communication Research courses for 3 semesters. During Spring 2012, she taught the course from Poland.



Dr. Kopacz states that while online courses come with their own challenges, they also pose several great opportunities:

- ◆ You can customize the content and types of assignments to an individual student's needs.
- ◆ Students can learn at their own pace and location, and when provided with good tools, can develop drive and discipline that will help them succeed in life.
- ◆ You have more one-on-one time to spend with each student, because you are not teaching in a physical classroom.

Teaching online can be a wonderful experience in building relationships with students and encouraging learning in completely new ways.

CAPC Approval Tips

Dr. Vicki McGinley, has implemented a Masters of Special Education online program. Dr. Jeffrey Osgood, Political Science, has been teaching online courses since 2007.

Drs. Osgood and McGinley, members of CAPC, accepted a charge to develop policy and approval processes to support faculty to move forward with DE course development and approval. In Fall 2011, the process was in place and a faculty committee with online development and teaching expertise was formed to support course approval review. See Page 2



CAPC Approval Tips, *Cont'd from page 1*

What should faculty consider when developing a course for approval as DE or Blended Attributes?

- ◆ Seek out the support of our Distance Education Office, where you will find professional development opportunities and faculty mentors.
- ◆ Use the CAPC Distance Handbook and Forms; review the rubric and sample syllabi on the CAPC website that the committee uses for the approval process.
- ◆ CAPC link: <http://www.wcupa.edu/admin/associateprovost/capc.asp>
- ◆ Know your attributes, online vs. blended, to ensure you submit the correct attribute. Detail is important. State the percentage of face to face vs. blended times, class meetings, and synchronous meetings. All must be on the syllabus.
- ◆ All components (see rubric) must be present and highlighted on the syllabus. If you are unsure about a component, i.e., how to interface with the Library, ask your college representative. Common errors include omitting office hours (when held, when to contact), not specifying synchronous meetings, and not providing detailed assignments with due dates.
- ◆ Please do not refer to D2L only for assignments. All assignment instructions should be detailed in the syllabus. Approval is based on syllabus content.
- ◆ Realize that developing a syllabus and a course are two very different tasks. Converting a course from a face-to-face to a DE format takes time and consideration to turn out a quality, engaging learning experience.

Upcoming Events

10/11/12 Mobile Pedagogy for Distance Education

Dr. Christian Penny will present from 3:00 p.m.—4:30 p.m. in Mitchell Hall, Classroom of the Future

10/24/12 Open House

Distance Education in collaboration with Teaching, Learning and Assessment Center are hosting an Open House from 11:00 a.m. - 2:00 p.m. in Sykes 115 with lunch provided. Ten Faculty Members will discuss their experience with preparing, teaching and assessing online courses. The email invitation was sent on 9/28. For more information, contact the Office of Distance Education.

1/7/13 —1/18/13 Online/Hybrid Faculty Development Program

This program provides training and resources for faculty who are interested in developing hybrid/online courses. A call for participation will be sent in early November. This program will be delivered 100% online.

Did you know ?

According to a 2009 meta study from the Department of Education: “Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.” Students who mixed online learning with traditional coursework (i.e. blended learning) did even better.

Source: [Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#), United States Department of Education



Contact Us

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Fall 2012 Distance Education Enrollment Data

- 15 online courses (356 students)
- 9 hybrid courses (706 students)
- 5 ITV courses (58 students)



Guess who is coming to South Campus?

Distance Education is now on South Campus Thursday afternoons to work with faculty to assist and develop their online courses.

Faculty Mentor Hours

McKelvie Hall 301

Dr. Christian Penny

Thursdays

2 :00 p.m. – 3:30 p.m.

Dr. Tanya Gatenby

Mondays

9:00 a.m. - 10:30 a.m.

The leaves are turning, and hopefully your thoughts are turning towards teaching a course online.