

## Distance Education Proposal

**Faculty Proposer:** Craig Kutil

**Course Prefix, Number, & Name:** JEDI 1 Introduction to Jedi

**DELIVERY METHODS:** Check all that apply

*\*Select Emergency if the course should only be offered in this mode when in-person instruction is not possible due to an emergency*

- |   |   |
|---|---|
| <input type="checkbox"/> Fully Online (FO)                              | <input type="checkbox"/> Emergency            |
| <input type="checkbox"/> Online with Flexible In-Person Component (OFI) | <input type="checkbox"/> Emergency            |
| <input checked="" type="checkbox"/> Partially Online (PO)               | <input checked="" type="checkbox"/> Emergency |

### **Rationale for DE**

1. Explain **why** this course should be offered in Distance Education mode.

In discussing with my fellow Jedi colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

2. Explain **how** the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

**Accessibility:** All materials must be accessible to students with disabilities.

- Closed captions for videos
- Transcription for audio
- Alt text for images
- Formatting and coding for tables
- Accessible Word/PPT/PDFs
- Explanatory links
- Proper color contrast

- Styles for text formatting

*If there are any actions you did not choose, use the text box below to explain why.*

**Measurable Objectives: Compared to a traditional course, check all that apply to the proposed Distance Education course.**

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

*If there are any topics you did not choose, use the text box below to explain why.*

Not all of the content can be covered in an online format, which is why we selected Partially Online.

## Distance Education-Course Interaction

### Instructor-Student Interaction:

*Please add details on all methods that apply.*

#### **Methods of Instruction:**

- Discussion Board- The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.

*Frequency:* Participate in 5 discussion boards per week, and provide feedback to each student on a weekly basis.

- Feedback on Assignments- The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.

*Frequency:* Feedback on every homework, quiz, and exam.

- Announcements- Regular announcements that are academic in nature will be posted to the class.

*Frequency:* 3 announcements per week.

- Email- The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.

*Frequency:* Each student will be emailed a minimum of once every two weeks.

- Chat- The instructor will use chat to interact with students, textually and/or graphically, in real-time.

*Frequency:* Weekly chat discussions

- Web conferencing- The instructor will use web conferencing to interact with students in real time.

*Frequency:* 2 web-conferencing sessions per week.

- Blogs- Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.

*Frequency:* 2 blogs per semester

- Social networking- A social networking tool will be used to disseminate academic information and allow for student comments.

*Frequency:* 5 Facebook posts per week

- Telephone- The telephone will be used to interact with students individually to answer questions, review student work, etc.

*Frequency:* Each student will be called at least once every two weeks

- Face-to-face meetings (partially online courses only)- Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.

*Frequency:* Weekly Labs and Office Hours

- Other

*Method & Frequency:* Force Projection - the instructor will project an image of themselves to each student at least once per semester to discuss topics of the course.

#### Student-Student Interaction

*Please add frequency on all methods that apply.*

#### **Methods of Instruction:**

- Class Discussion Board- Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.

*Frequency:* 2 per semester

- Group Work- Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.

*Frequency:* 1 per semester

- Email- Students will be encouraged to email each other to ask questions about the course, including assignments.

*Frequency:* Weekly

- Blogs- Students will use blogs to discuss topics in the course.

*Frequency:* 2 per semester

- Chat- Students will use the class chatroom to discuss assignments and course material in real-time.

*Frequency:* 5 chat sessions per semester

- Peer-editing/Critiquing- Students will complete peer-editing assignments.

*Frequency:* 2 per semester

- Social Networking- A social network tool will be used so students can communicate on course topics.

*Frequency:* At least one Facebook group discussion per semester

- Wikis- Students will use wikis to work collaboratively.

*Frequency:* 2 per semester

- Web conferencing- Students will interact in real time with each other to discuss course work and assignments.

*Frequency:* 2 per semester to discuss group work

- Other

*Method & Frequency:* Lightsaber sparring - students will spar with at least 3 other members of the class per semester

### Student-Content Interaction

*Please add frequency on all methods that apply.*

#### **Methods of Instruction:**

- Lecture- Students will attend or access synchronous or asynchronous lectures on course content.

*Frequency:* 8 synchronous and 10 asynchronous per semester

- Class Discussion Board- Students will post to the discussion board, answering questions on course content posed by the instructor.

*Frequency:* 5 per week

- Group Work- Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.

*Frequency:* 2 per semester

- Written Papers- Papers will be written on various topics.

*Frequency:* 1 per semester

Research Assignments- Students will use the Internet and library resources to research questions, problems, events, etc.

*Frequency:* 1 per semester

Quizzes, Tests/Exams- Quizzes and/or tests/exams will be used to make sure students completed assigned material and understood it.

*Frequency:* Minimum of 10 quizzes, 4 exams, and a comprehensive final exam.

Practice Quizzes, Tests/Exams- Practice quizzes and/or tests/exams will be given periodically throughout the course so students will be able to gauge their understanding of the content.

*Frequency:* 5 practice quizzes and 4 practice exams.

Simulations- Simulations will be used by students so they can participate in and learn from processes.

*Frequency:* 10 per semester

Video- Video will be used to demonstrate procedures and to help students visualize concepts.

*Frequency:* 5 short videos per semester

Field Trips- Students will attend live or virtual field trips.

*Frequency:* 1 per semester

Games- Games will be used to reinforce learned material.

*Frequency:* Weekly

Brainstorming- Brainstorming will be used to promote creative thinking.

*Frequency:* 2 brainstorming sessions per semester

Projects- Students will complete projects that demonstrate their mastery of outcomes of the course.

*Frequency:* 1 solo project per semester

Blogs- Students will use blogs to discuss course content.

*Frequency:* 2 per semester

Polling/Surveys- To begin a discussion on an issue, students will be polled to determine their stances.

*Frequency:* Weekly

Debates- Debates will be used to expand upon both sides of an argument.

*Frequency:* 5 per semester

Case Studies- Students will evaluate real-world problems, situations, etc.

*Frequency:* 2 per semester

Role-playing- Students will be divided into groups and assigned roles to “play” in a real- world situation.

*Frequency:* Weekly



Student Presentations- Students will prepare and present on a topic being studied.

*Frequency:* 1 per semester

Other

*Method & Frequency:* Obstacle Course - Students will complete 3 obstacle courses per semester