*CAPC DISTANCE LEARNING HANDBOOK*

*Spring 2015*

## I.  Introduction

This handbook is designed to serve as a guide for faculty and departments interested in offering either new or existing courses in a distance learning format via the internet ("online course offerings"). The Curriculum and Academic Policy Council (CAPC) Course Delivery Subcommittee of the Academic Review Committee developed this handbook.

APSCUF and PASSHE have agreed via the Collective Bargaining Agreement (CBA) that the purpose of distance education is to enrich the availability of the curricular offerings of each state system university. It is also agreed that the method of classroom instruction with the faculty member and the student in the same room provides the best opportunity for a quality education experience and that distance learning is not intended to diminish that experience.

Online course offerings must first be approved by CAPC as permitted by the CBA. The approval process for either existing or new courses is described below. As part of this process, faculty members teaching online courses are required to either demonstrate previous experience teaching an online course at West Chester (as certified by their chair) or the completion of appropriate training in distance education instruction as certified by the Office of Distance Education.

## II.  Definitions of Distance Learning

Per the 2008 Higher Education Act (HEA) Reauthorization: "Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include— The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conferencing; or (4) Video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition."

According to the CBA, distance learning is defined as instruction where the faculty member(s) and the student(s) are separated geographically and communication is accomplished instead by one or more technological media. This linkage with technology allows real time or delayed interaction using voice, video, data and/or text. Examples of technological methods that can be used singly or in combination include live or recorded visual presentations and material using direct signal or cable transmission by fiber optic line, video-conferencing using compressed video, digital, and/or analog video, audiotape, CDROM, computer or internet technology, email, or other electronic means now known or hereafter developed, utilized to teach any course approved.

### III. Pedagogy of Distance Education

Online pedagogy consists of instruction (synchronous or asynchronous) that addresses the course objectives and evaluation.

Examples of ways to present content online:

- Faculty Driven Content - online lectures using one of the following:
  - Audio/Video Enhanced PowerPoint presentation (compressed for online delivery)
  - Streaming video
  - Captured lectures from desktop/laptop computer (Camtasia)
  - Captured lectures from a face-to-face course (MediaSite)
  - Live lecture presentation using Collaborate or Adobe Connect

- Student Driven Content Examples
  - Problem Based Learning activities
  - Student presentations through audio/video

- External expert driven content examples
  - Guest speakers (using one of the lecture methods listed above)
  - Streaming video (with appropriate copyright clearance)

- Examples of ways to create two-way interaction between faculty/students and among students online:
  - Live office hours using Skype, Collaborate or other synchronous chat or conferencing tool
  - Asynchronous discussion activities (whole class and small group)
  - Live lecture using Collaborate or Adobe Connect (if the lecture calls for student participation)

- Group projects

- Examples of ways to evaluate student performance online include:
  - Online tests and quizzes
  - Student research papers/projects
  - Graded discussions
  - Student presentations
  - Case based assessment
  - Role play
  - Simulation

## IV.  Distance Learning Course Approval Process

Faculty seeking to offer online courses must obtain approval from CAPC for both new
and existing credit bearing courses through appropriate CAPC approval procedures.   Any
course that delivers 15% or more of its content online is subject to this policy.

All colleges in the university have policies for curriculum/course review at the department and
college level. The steps below describe the process after such review has taken place and the
signatures on the forms certify that the proposed curriculum/course or course revisions have
been processed in accordance with departmental, college, university administrative and
PASSHE procedures.

Within CAPC, courses are first considered by the Course Delivery Subcommittee, then the
Academic Review Committee, then the CAPC Executive Committee, and then the CAPC
General Assembly.

New distance learning courses that are major course requirements will go to the CAPC floor in
the normal manner, as approval will also require approval of a change in program and require a
Program Revision form. The preparer should simultaneously apply for the distance learning
attribute.

New distance learning courses, excluding courses required in the major, may be approved (as
courses) via the monthly CAPC circulation process and simultaneously apply to CAPC for the
distance learning attribute. The distance learning attribute may be granted "pending approval
of the course."

Before submitting a form for a new distance learning course, the preparer must check the
University Database to insure that the course does not duplicate an existing course or
course number.

All CAPC forms (See Forms Below) can be filled out electronically and then saved as Microsoft
Word documents. These documents can then be forwarded for further signatures as necessary
and can be accompanied by additional word documents that include the syllabus, other CAPC
forms as necessary (for I, W, and J approvals), etc.

We have included the following:

1.      A sample *West Chester University Distance Education Course Approval or Modification
        Form* that highlights areas that require particular attention;
2.      A sample set of required statements;
3.      A sample graduate syllabus;
4.      A sample undergraduate 100% online syllabus; and
5.      A sample undergraduate blended syllabus.

*Sample West Chester University Distance Education Course Approval or Modification Form*

# West Chester University Distance Education Course Approval or Modification Form

This form is to be completed for distance education course approvals or for modification of existing distance education courses, where more than fifteen percent of in class instruction is replaced by distance education.
Please review Instructions before completing this form.

Please email this form to agrinwis@wcupa.edu when completed.  Hard copies will not be accepted.

1. **Academic Unit**: ☐CAS, ☒CBPA, ☐CHS, ☐COE, ☐CVPA, or ☐USSSS      **Department:** PPA
2. **Division:** ☐ Undergraduate      ☒ Graduate
3. **Nature of Action**
   ☐ Distance education Attribute (Existing Course)      ☒ Distance education Attribute (New Course)
      ☐ Culture Cluster Attribute
      ☐ Diverse Communities Attribute
      ☐ Gen Ed Distributive Attribute
      ☐ Interdisciplinary Attribute
      ☐ Writing Emphasis Attribute

4. **Proposed Starting Semester/Session** (See Instructions):
   ☒ Fall, ☐ Spring, ☐ Summer, or ☐ Winter      **Year:** 2015

5. **Purpose of Course**
   ☐ General Education                  ☐ Minor Program Requirement
   ☐ Major Program Requirement          ☐ Minor Program Elective
   ☐ Major Program Elective             ☐ General Elective
   ☐ Certificate Program Elective       ☒ New Program/Concentration Requirement

6. **Present** (if modification to established course)                **Proposed** (new course)

| | Present | Proposed |
|---|---|---|
| Course Title | | Capstone Seminar I: Research Questions and Framing the Literature |
| Course Abbrev. & No. | | DPA 801 |
| Student Credits | | 3 |
| Faculty Contact Credit | | 3 |
| Approximate Class Size / Recommended Class Size | | 20 |

   **If not equivalent to student credits, please check:**  ☐

7. **Is a similar course offered in the University?**   ☐ Yes   ☒ No If **Yes**, attach justification and impact statement (see instructions).
8. **Rationale for Change**: Please attach on a separate sheet.
9. **Course Title for the Master Schedule**:  Capstone Seminar I: Research Questions and Framing the Literature
10. **Catalog Description:** The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar I is the first in a series of four courses designed to guide and support students in the identification of research questions and tracing the relevant literature.
11. **Prerequisites:**  None
12. **Course syllabus and bibliography.**  Attach to this form.
13. **May this course be taken again for credit?**  ☐ Yes  ☒ No
14. **How often will this course be offered?**  Course will be offered at least once per academic year
15. **Resources:** Are the following resources adequate?  If **No**, attach justification (See instructions).

| Faculty | ☒ **Yes** ☐ **No** | Library/Remote Access Resources | ☒ **Yes** ☐ **No** |
| Facilities | ☒ **Yes** ☐ **No** | Instructional/Technology Resources | ☒ **Yes** ☐ **No** |

16. **Percentage of Course Delivered via Distance:**

   ☐  **Web-Enhanced** (CAPC Level 1 Review):      15% – 29% Online
   ☐  **Blended** (CAPC Level 1 Review):      30% -- 79% Online

|  | **O8 Online** (CAPC Level 1 Review): | 80% – 99% Online |
|---|---|---|
| ☒ | **OL Online** (CAPC Level 2 Review): | 100% Online |

**Continue to page 2.**

**17. Frequency of Distance Education Delivery:**

☐ Permanently replace traditional classroom delivery for existing course
☐ Rotation of distance and traditional delivery (Please attach explanation of rotation method.)
☒ Distance ed only (Created as a distance ed course.  Has never/will never be offered as face-to-face.)

**18. Required Statement Addressing the Following Items:**
*(Please list statements on a separate document.  Including them in the syllabus is not sufficient for review.)*

☒ a. Clear statement on how online office hours are conducted; to include ways in which instructor(s) may be contacted

☒ b. Method for informing students of the technical support offered, including contacts to help resolve technical problems

☒ c. The minimum level of student preparation needed, and, if applicable, prerequisites are clearly stated

☒ d. Method for insuring the integrity of evaluation methods, including information about proctored exams, if required

☒ e. The minimum technical skills needed for students to be successful

☒ f. Method for communicating expectations for participation in online discussions, email, and other forms of communication

☒ g. Clear statement on the required hardware (i.e. PC or Mac, webcam) and software (i.e. version of operating system or word processing software)

☒ h. Method for providing students with a schedule of class activities, including due dates for all course activities and, if applicable, a schedule of when students must be in attendance for traditional in-class instruction

☒ i. Method of assessment/evaluation for measuring course objectives via the distance education format

☒ j. Method for ensuring appropriate student-student and student-faculty interaction through appropriate course design

☒ k. Method for instructing students on how to access resources (i.e. library) at a distance

☒ l. Method for addressing issues related to students who fall under the Americans with Disabilities Act

**19. Faculty Training:**

☒ For distance education courses, a department certification and statement that faculty assigned to this course have taught an online course previously at any accredited college or university, or a statement from the Distance Education Office, in consultation with the department, that faculty will have undergone training at WCU before the start of the semester in which the course is offered.

**20. Verification of Student Identity:**

☒ Department certifies that the identity of a student who participates in coursework is verified by using, at the option of the instructor, methods such as – (i) A secure login and pass code (i.e. Desire2Learn); (ii) Proctored examinations; and (iii) New or other technologies and practices that are effective in verifying student identification.

**21. Online Accessibility:**

☒ Faculty member has reviewed the WCU Online Course Accessibility Checklist at the end of this form and will develop accessible materials as described.

**22. Online Program Review:**
Is this course (to be) included in a departmental program (i.e., major, minor, certificate**?**  ☒ Yes  ☐ No
If no: proceed to #23.
If yes: please choose one of the following:

☐ The program that includes this course has already been approved by CAPC and the Provost for fully online implementation, and therefore program wide review is not necessary.

☐ The program that includes this course is not offered in a fully online format, and program wide review is not necessary.

☒ Approval of this course will enable implementation of a fully online program, and therefore program wide review is necessary before the program can be approved for online delivery. If this option is checked, a **Program Action Form** must accompany this proposal.

**23.** ☒ Faculty member has reviewed the Policy on Required Course Information, Evaluations, and Syllabi and certifies that the syllabus complies with the policy, including the requirement that student learning outcomes, including both course student learning outcomes and relevant student learning outcomes for the major or minor program are incorporated into the syllabus.

**24. Originating Faculty Member**: Jeffery L. Osgood, Jr., Allison H. Turner, Jeremy N. Phillips, Susan Fiorentino, Mark Davis                    **Date:** 02/10/2015

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**25. Date of Receipt of Form by Associate Provost:**

**Continue to page 3 for signatures.**

**26.** <u>Recommendations:</u> (Please type your name, the date, and then indicate your approval by typing "Yes" or "No."  Your approval choice will indicate your signature.)

| | | |
|---|---|---|
| Dept Chair/Prog Director*:  Jeffery Osgood, Jr | Date:  2/10/15 | Approval:  Yes |
| Academic Dean:  Monica A. Zimmerman for Michelle L. Patrick | Date:  2/10/15 | Approval:  Yes |
| Graduate Dean (if applicable): | Date: | Approval: |
| Council of Professional Education Convener (if applicable): | Date: | Approval: |
| Unit Head (if applicable): | Date: | Approval: |
| Final Approval<br><br>Associate Provost: | Date: | Approval: |
| **FOR ASSOCIATE PROVOST OFFICE USE ONLY:**          Course CIP code (6 digits): <br>                                                           Implementation Date: | | |

**27.**  ☒  **This proposal has the majority support of the department.**

*Department chairperson/program director recommendations are independent of those of the department/program faculty.  Checking the above box indicates that all required pieces of the proposal packet have been reviewed and formally approved by the department/program curriculum committee and/or advisory council, and certifies that the proposed course revisions have been processed in accordance with departmental, faculty, university administration, and PASSHE procedures.

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### GENERAL INSTRUCTIONS FOR SUBMITTING PROPOSALS
### FOR DISTANCE EDUCATION COURSE MODIFICATIONS OR APPROVALS

A. Per the 2008 Higher Education Act (HEA) Reauthorization: "Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include— The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conferencing; or (4) Video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition."

B. Faculty and Departments seeking to offer courses that are to be either offered fully at a distance or where more than fifteen percent of in-class instruction is replaced by distance education must seek approval through CAPC.  Courses previously approved for the distance education attribute where the original proposal indicated the course was to be offered fully at a distance do not have to seek additional approval should the percentage of content being delivered via distance fall below one hundred percent.

C. In all cases, it is the intent of CAPC that Departments alert students via the course schedule: a) whether the course has a distance education component and, b) what percentage of the course will be offered via distance.

D. Departmental plans for the frequency of offering the course on a distance education basis, and whether the department plans to supplant the normally offered course with the distance education version should be noted on the Course Modification Form (or by attachment to the form).  The department should indicate whether it plans a rotation of distance education/non-distance education versions of the course, and if so, should indicate the plan of rotation.

E. If the desired action is approval of the distance education attribute for a course already on the database, the proposal must be submitted to CAPC by a deadline of 30 days before the next scheduled CAPC meeting.  The CAPC Assembly will approve/disapprove the distance education attribute for this course (as for writing emphasis and interdisciplinary courses) based on the criteria above within 30 days of submission.  The 30 day approval deadline will not be in effect over the summer session.

F.  New distance education courses, excluding courses required in the major, may be approved (as courses) via the monthly CAPC circulation process and simultaneously apply to CAPC for the distance education attribute. The distance education attribute may be granted "pending approval of the course."

G.  New distance education courses that are major course requirements will go to the CAPC floor in the normal manner, as approval will also require approval of a change in program and require a Program Action form. The preparer should simultaneously apply for the distance education attribute.

H.  Course additions or revisions that are part of a curriculum revision or new program will be effective only after approval by the Provost & Associate Provost and (as applicable) by the Chancellor and the Board of Governors of the SSHE.

I.  Objections or challenges to course proposals must be submitted in writing (via email) to the Associate Provost within 15 calendar days of the course circulation.

J.  Course additions or revisions that are part of a curriculum revision or new program will be effective only after approval by the Provost and Vice President for Academic Affairs and (as applicable) by the Chancellor and the Board of Governors of the SSHE.

K.  Approved courses shall be entered into the Coarse Master Table in PeopleSoft that is maintained by the Registrar's Office.

L.  Departments may not make program or course description changes in the catalog during the catalog revision process unless those changes have been approved through the CAPC process and approved by the Provost and Associate Provost and (as applicable) the Chancellor and the Board of Governors of the SSHE. A course may not be offered by distance education or be listed with the distance education attribute in the course schedule until approved by CAPC and the Provost and Associate Provost.

## INSTRUCTIONS FOR COMPLETING DISTANCE EDUCATION COURSE APPROVAL OR MODIFICATION FORM

Preparer should be alerted that the form will be returned if it is not filled out correctly.

1.  Self-explanatory.

2.  Please check one. If a course is being proposed for cross-listing in both divisions, separate forms and syllabi must be submitted for each.

3.  Self-explanatory. * A Condensed Format modification must also be submitted for full committee review and vote by the general assembly. A change of this nature cannot be approved through the monthly circulation process.

4.  Modality modifications to existing courses may be implemented immediately. New courses are created on the following timeline:

**New and modified General Education, Major/Minor Program Requirements, New Program/Concentration Requirements:** Please choose Fall, Winter, Spring, or Summer for the proposed starting semester/session. Be sure to type in the year, as well. Please note that these courses will be created in MyWCU based on the following deadline schedule:

- New courses/modifications must be approved by the first CAPC General Assembly Meeting of the Fall semester in order to be available on MyWCU the following Spring.
- New courses/modification must be approved by the last CAPC General Assembly Meeting of the Fall semester in order to be available on MyWCU the following Summer or Fall.

**Modifications to General/Major/Minor Electives:** Implementation follows the above deadline schedule.

*New* **General/Major/Minor Electives:** Please choose Fall, Winter, Spring, or Summer for the proposed starting semester/session. Please note that these courses will be created in MyWCU based on the following deadline schedule:

- New elective courses must be approved by November, in order to be available on MyWCU the following Winter or Spring.
- New elective courses must be approved by April, in order to be available on MyWCU the following Summer or Fall.

Please note that availability on MyWCU does not guarantee enrollment of students or classroom availability. Once the approved course is created by the Registrar's Office, it is the responsibility of the department to build the course sections, advertise the class, and contact Space Management regarding classroom space. CAPC General Assembly Meeting dates can be found here: http://sharepoint.wcupa.edu/SiteDirectory/CAPC/default.aspx.

5. If more than one box needs to be checked, please hold the Ctrl key while clicking your selection. Courses carrying special designations (such as Interdisciplinary or Culture Cluster) must be approved by the relevant CAPC subcommittee for that purpose **after** the general approval process is complete and the course has been listed in the database. A separate Course Approval or Modification Form must be submitted at the time the special designation is sought. Criteria for obtaining a special course designation can be obtained from the appropriate subcommittee.

6. Complete all items. Course Title must not be more than 30 characters in length.

7. Check one. If **Yes**, provide justification and impact statement from affected department(s). Before submitting a form for a new course, the preparer must check PeopleSoft to insure that the course does not duplicate an existing course or course number.

8. Provide a specific, objective justification for the proposed change, such as responding to assessment results/data, addressing trends in the profession, addressing changes in professional standards, and or responding to an unmet need. Attach separate sheet to the form.

9. Course title for the master schedule must not be more than 30 characters in length.

10. Recommended length of catalog description: 2 – 3 sentences; maximum 150 words.

11. List any prerequisites required for the course.

12. In preparing the syllabus, please refer to the Policy on Required Course Information, Evaluations, and Syllabi. Also, a bibliography is required. The bibliography attached to your course proposal should be more than a list of readings for the course. The audience for such a list is your students, whereas the audience for your bibliography is your colleagues (in particular, those on CAPC). The bibliography should include works that support the content of the course as well as its design and teaching, including those that address content-specific curriculum or pedagogy if applicable.

13. If a course may be repeated for credit, the department must again seek approval for the distance education attribute when the course topic substantively changes from that of the original proposal.

14. Self-explanatory.

15. Please check one for each item. If the answer is **No** for any of the items, attach a statement explaining how your department will address the inadequacy.

16. Please explain the mode of instruction in percentages of online instruction versus classroom instruction. Courses approved via a CAPC Level 1 Review are approved to replace up to 99% of instruction with an online delivery modality, but are not approved to offer the course fully at a distance without an additional review by CAPC. Courses approved via a CAPC Level 2 Review may be offered without further review should the percentage of content being delivered via a distance falls below 100%.

17. Self-explanatory.

18. The originating faculty member(s) must submit, along with this form, a detailed memo that briefly outlines the twelve listed items.

19. A faculty training statement or certificate must accompany the Distance Ed form.

20. Self-explanatory.

21. The originating faculty member must review the OSSD online course checklist at the very end of this form and develop accessible materials as described.

22. Please select one. Contact the Chair of the Course Delivery Subcommittee with any questions.

23. Self-explanatory. See link in #12 above.

24. Self-explanatory.

25. Self-explanatory.

26. The signatures on this form certify that the proposed courses or course revisions have been processed in accordance with departmental, faculty, University administration and SSHE procedures.  The signature of the Academic Dean certifies that the support & resources necessary to successfully offer this course will be provided.  If the support/resources are available for a limited duration, a statement to this effect should be attached to this form.

27. The Department Chair must check off this box.

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### Distance Ed Checklist
1) Attached rationale for change
2) Course syllabus and bibliography are attached
3) Required statements included for the following (either attached or described in the syllabus):
    a. Clear statement on how online office hours will be conducted
    b. Clear statement on the minimum level of student preparation needed (i.e. pre- or co-requisites)
    c. Clear statement of the minimum technical skills needed for students to be successful
    d. Clear statement on the required hardware needed for the course
    e. Clear indication in the syllabus of a method for assessing or evaluating course objectives via the distance education format
    f. Clear statement on the syllabus instructing students on how to access resources (i.e. library) at a distance
    g. Clear statement on the syllabus informing students of the technical support offered, including contact information
    h. Method for insuring the integrity of evaluation methods including information about proctored exams (if necessary)
    i. Clear indication in the syllabus of the expectations for participation in online discussions, email, and other forms of communication
    j. An exact schedule of class activities, including due dates and, if applicable, in-class attendance
    k. Clearly indentify either in the syllabus or in an attached statement a method for ensuring appropriate student-student and student-faculty interaction through appropriate course design.
    l. Inclusion of a statement providing students with the information necessary to contact to the Office of Services for Students with Disabilities to address any ADA issues.
    m. A statement attached indicating that the department will only assign an instructor to the course who have taught an online course previously or a statement from the Distance Education Office, in consultation with the department, that faculty will have undergone training before the start of the semester in which the course is offered.
    n. A statement attached indicating that instructors will use the university approved learning management system as a means of complying with the 2008 Higher Education Act.

### WCU Office of Services for Students with Disabilities (OSSD)
### Online Course Accessibility Checklist

The following checklist is a basic level list to ensure online course content is accessible. More advanced levels of accessibility can be achieved through consultation with the OSSD.

#### Course Documents & Instructional Methods
**Syllabus:**
__ Does your syllabus have a Disability Services statement?
__ Does your syllabus list contain contact information for technical assistance and when to use it?
__ Does your syllabus outline how to communicate with you and have multiple options?
__ Do you list a turnaround time for online communication (i.e. 24 hours response on emails?)
__ Does your syllabus have a clear outline for course content and expectations?
__ Does your syllabus state standards of appropriate communication online?
__ Do you provide examples of online terminology for students?
__ Do you provide example for different standards of "discussion posting" for courses?

**Text Documents:**
__ Can text be highlighted, copied, and pasted?
__ Are documents saved as Word (.doc or .docx), PDF (.pdf), TXT (.txt) or RTF (.rtf)?
__ If you do not have accessible documents, have you contacted the OSSD for assistance?

**PowerPoint presentation slides:**
__ Are all your presentations created with the same template?
__ Were the presentations created using standard templates (you did not insert "text" boxes)?
__ Are you using high and low contrast for text and background?
__ Does the presentation include text descriptions for all graphics and pictures?
__ Does the presentation include text typed in the order it is read which can be verified in the "Outline" panel?

**Images:**
__ Do the images posted or used include text descriptions of all necessary images available?

**Video and Audio:**
__ Are all video (web, DVD, and VHS) media captioned or have a transcript(s)?
__ Are all audio (podcasting, mp3, cd's, etc) media captioned or have a transcript(s)?
__ If you do not have accessible media, have you contacted the OSSD for assistance?

*Sample Set of Required Statements*

**8. Rationale for Change**

The DPA is designed to serve full-time working professionals. Given this, the program and its courses will be offered in an online format. These plans are consistent with employer and student focus group findings, which indicated a significant preference for online learning.

**17. Frequency of Distance Education Delivery**

The DPA will be offered primarily at a distance, with no classes being offered in a face-to-face only option.  Current plans call for offering either a fully online cohort, or a cohort with limited face-to-face interaction not to exceed more than 25% of instruction.

**18. Required Statement Addressing the Following Items**

a) **Office Hours**

- In-Person, Mon-Wed 4-6:00 p.m., by phone or e-mail at any time, or by apt.
- By apt in the Virtual Office Hour through D2L Collaborate.

b) **Technical Support**
Students experiencing technical problems can contact the instructor or the Student Help Desk at http://www.wcupa.edu/d2l or call the ACC Student Help Desk at (610) 436-3350.

c) **Minimum Student Preparation**
Students must be familiar with the D2L platform and watch the Course Welcome Video for navigating the Course Web Page prior to the first Week of class.

*Accessing D2L*

1. Open up an Internet browser (i.e., Internet Explorer, Firefox, or Safari)
2. Go to http://D2L.wcupa.edu  (You can also access D2L from the WCU main page.)
3. Enter the same network USERNAME and PASSWORD you use for Webmail and myWCU.
   a. Your username is your initials followed by your 6 digit WCUID#@wcupa.edu
   b. Example: John Smith = JS123456@wcupa.edu
4. Generic password for first-time WCU students is WCU-full birthdate (MMDDYY. Ex. WCU-062482.   This should be changed once you set up your e-mail or myWCU account.

*Navigating D2L*

1. Once you have successfully logged in, look for the box labeled My Courses on the RIGHT of the MY Home screen. The names of the courses will be underlined and in blue type. Click the name of the course that you wish to access.
2. Once inside a D2L course, use the navigational tool bar along the top of your course homepage. The links located on this tool bar allow you to access materials within your course.
   This course will use the following tools:
   a. Content will include the course syllabus and all other materials, including recorded lectures.
   b. Dropbox will be used for the electronic submission of all assignments.
   c. D2L Collaboration will be used for small group discussion and for professor/student synchronous communication.
   d. D2L Discussion Board will be used for small group discussion board postings.
   e. AppreNet for uploading student Challenge Videos

d) **Integrity of Evaluation Methods**
All written assignments must be submitted through the "turnitin" function using the student's individual D2L dropbox account, thereby insuring academic originality and integrity.

e) **Minimum Required Technology Skills**
Students are expected to be competent in the use of computers and the internet. Students without experience using the university's learning management system (Desire2Learn, hereafter "D2L") can contact the instructor and/or the Student Help Desk to arrange instruction. Students must have access to the most current version of Internet Explorer/Safari/Mozilla. It is expected that all students will be able to open Microsoft Office 2007 files. Students are encouraged to contact the student help desk to ensure that their computer equipment is sufficient for the D2L operating system.

f) **Method for Communicating Expectations for Participation**
All communication between the instructor and students will adhere to accepted standards of appropriate academic discourse. All official course communication will rely on the university's webmail and D2L systems. All assignments should be submitted via the appropriate D2L dropbox, unless otherwise specified. Students experiencing problems with webmail or D2L accounts, can visit http://www.wcupa.edu/d2l or call the ACC Student HelpDesk at (610) 436-3350.

*In addition, the syllabus for this course includes the following **Distance Learning Statement:*** This is an online course with a majority of instruction and faculty-student and student-student interaction occurring asynchronously online. As outlined in the course schedule, synchronous instruction will occur regularly and at mutually agreeable times. To prepare for and successfully complete this course, students should consider:

a. Participation and preparedness expectations for small group discussion boards;
b. Participation and preparedness expectations for any required synchronous small group discussion session during the semester;
c. Participation and preparedness expectations for use of external learning websites;
d. Technology expectations and requirements**,** as outlined below; and,
e. The discipline required to meet scheduling demands in a primarily asynchronous learning environment.

Each syllabus includes very specific expectations for graded participation and student interaction with both the instructor and other students. The following e-mail and standards of communication policy is included in each syllabus:

> **Electronic Mail and Standards of Communication Policy:** It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course. In all interactions with students, faculty, and any guests, students will adhere to accepted standards of appropriate academic discourse. Failure to conform to such standards will result in a warning upon the first infraction. Subsequent infractions will be met with significant penalties up to and including removal from the course.

g) **Required hardware and software**
Hardware requirements include a PC or Mac, and **internal or external webcam, microphone and speakers.** Software requirements include the most current version of Internet Explorer/Safari/Firefox. It is expected that all students will be able to open Microsoft Word 2007 (or later) documents.  Students are encouraged to contact the Student Help Desk to ensure that their computer equipment is sufficient for the D2L operating system. Students must be able to readily access the Internet via cable or broadband. The use of external headsets with microphones and headphones are encouraged during synchronous meetings.


h) **Schedule of Class Activities and Due Dates**
This information will be posted on D2L under the Course Content, as well as attached to the Course Syllabus. Periodic reminders of assignments will be posted on D2L via the "News" page for the course.


i) **Method of assessment/evaluation:**
Each DPA syllabus includes program and course learning goals. In addition, each syllabus contains a chart connecting coursework to programmatic and course level

student learning outcomes. Students must complete all course requirements in their appropriate sequence and in a timely fashion. Students are responsible for keeping up with and adhering to the due dates and other instructions posted in the course calendar and news items of the D2L online class. DPA students are assessed on individual assignments as well as group discussion participation as detailed in each syllabus. All requirements are designed to be submitted via the appropriate D2L coursework management feature.

j.) **Method for Student/Student, Student/Faculty Interaction:**

DPA courses are designed with both synchronous and asynchronous components. Students will interact with each other through both asynchronous discussion boards as well as synchronous sessions.

Students will be required to interact with the Instructor via asynchronous lecture, and synchronous discussion groups. In addition, the Instructor will give individual feedback to students on all graded assignments via D2L dropbox.

k.) **Accessing University Resources at a Distance:**
Resources of WCU's libraries are readily accessible at a distance at http://subjectguides.wcupa.edu/distance. You will find full information related to remote use of library resources. Further details can be found in the WCU Library Services policy on services and support for Distance Education Students available at http://www.wcupa.edu/library.fhg/policies/distanceEd.asp

l.) **Americans with Disabilities Act:**

ADA Policy Statement: If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about WCU's services for students with Disabilities (OSSD), please contact the OSSD which is located at 223 Lawrence Center. The OSSD hours of operation are Monday-Friday 8:30 am – 4:30 pm. Their phone number is 610-436-2564, fax is 610-436-2600, their email is ossd@wcupa.edu, and their website is www.wcupa.edu/ussss/ossd.

*From the Office of Distance Education*

This serves as a statement that Jeff Osgood, Mark Davis, Susan Fiorentino, Jeremy Phillips, Allison Turner and Michelle Wade had specialized training with Distance Education Office to teach online courses.

The above statement satisfies the CAPC Distance Education training requirement.

**Rui Li, Ph.D.**
Executive Director
Distance Education & Instructional Design
Division of External Operations
West Chester University of Pennsylvania
West Chester, PA 19383
(610) 430-4959

rli@wcupa.edu
http://www.wcupa.edu/distanceed/

*Sample Graduate Syllabus*

**Department of Public Policy and Administration**
**Doctor of Public Administration Program**

**DPA 801**
**Capstone Seminar I:**
**Research Questions and Framing the Literature**
**(3 credits)**

Professor:            DPA Faculty
Office:               Graduate Center, Suite 101
Office Hours:         In person Mon-Wed 4-6pm, by phone or e-mail at any time, or by apt.
Virtual Hours:        By apt through D2L Collaborate.
Phone:               610-425-2438
E-mail:              dpa@wcupa.edu
Class Location/Time: TBA

## Course Description

The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar I is the first in a series of four courses designed to guide and support students in the identification of research questions and tracing the relevant literature.

## Learning Goals of the DPA Program

The DPA degree at West Chester University is designed to meet regional employer and student needs by preparing individuals to advance the practice of public affairs and administration at the highest levels. The program trains individuals to manage and lead across boundaries of the public, nonprofit and private sectors. The program mentors students in pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants.

1. **To lead and manage in public governance:** the ability to appraise both the internal and external organizational environment, including the culture, politics, and institutional setting, and to use this knowledge to lead and manage personnel, programs, policy and outcomes.

2. **To participate in and contribute to the public policy process:** the ability to understand the policymaking process, including defining the problem, facilitating stakeholder

involvement in agenda-setting, formulating, implementing, and evaluating policies and developing the expertise to effectively contribute to the policy-making process.

3. **To analyze, synthesize, think critically, solve problems, and make decisions:** the ability to evaluate and synthesize information in order to propose solutions for public problems, think critically by demonstrating both procedural and conceptual knowledge, analyze data using a variety of research methods, and make evidence-based and ethical decisions regarding public policy and organizational outcomes.

4. **To articulate and apply a public service perspective:** the ability to understand and apply public service values appropriate to public affairs, administration, and policy.

5. **To communicate and interact productively with a diverse and changing workforce and citizenry:** the ability to respond thoughtfully to diversity both in the workplace and the citizenry and work productively in teams, including interacting effectively, demonstrating composure, professionalism, and respect for others, and sharing information, expertise, and resources.

## Required Reading
1. Perrin, R. (2011). Pocket guide to APA style. Cengage Learning.

## Course Objectives and Requirements
Course-specific objectives and supporting course work designed to directly support the DPA Learning Goals in the area of public service are also identified. The table below illustrates the linkages between program learning goals, course objectives, and assignments (assessments).

| DPA Learning Goals | Course Objectives | Requirements (Assignments) |
|---|---|---|
| To lead and mange in public governance | The ability to appraise both the internal and external organizational environment, including the culture, politics, and institutional setting, and to use this knowledge to lead and manage personnel, programs, policy and outcomes. | Capstone Chapters |
| To participate in and contribute to the public policy process | The ability to evaluate and synthesize information in order to propose solutions for public problems, think critically by demonstrating both procedural and conceptual knowledge, analyze data using a variety of research methods, and make evidence-based and ethical decisions regarding public policy and organizational outcomes. | Capstone Chapters |
| To analyze, synthesize, think critically, solve problems, and make decisions | The ability to evaluate and synthesize information in order to propose solutions for public problems, think critically by demonstrating both procedural and conceptual knowledge, analyze data using a variety of research methods, and make evidence-based and ethical decisions regarding public policy and organizational outcomes. | Capstone Chapters |
| To articulate and apply a public service perspective | The ability to understand and apply public service values appropriate to public affairs, administration, and policy. | Capstone Chapters |

| To communicate and interact productively with a diverse and changing workforce and citizenry | The ability to respond thoughtfully to diversity both in the workplace and the citizenry and work productively in teams, including interacting effectively, demonstrating composure, professionalism, and respect for others, and sharing information, expertise, and resources. | Capstone Chapters |
|---|---|---|

## Course Requirements and Grading Distribution

Students must complete all course requirements in their appropriate sequence and in a timely fashion. MAll materials for each week of the semester will go "live" on D2L by 8:00 a.m. Monday of that week. Students are responsible for keeping up with and adhering to the due dates set forth in this syllabus, as well as other instructions posted in the course calendar and news items of the D2L online class. Students are assessed on individual assignments as well as small group discussion participation as detailed below:

| | |
|---|---|
| Discussion Board Participation | 25% |
| Capstone Progress Presentation and Responses | 25% |
| Capstone Project I | 50% |
| **Total** | **100%** |

**Discussion Board Participation**                                            25%

At the doctoral level, students are expected to complete assignments in a timely manner and be prepared to participate weekly in small groups of approximately 8 students through the online Discussion Board as assigned. The discussion board topics are asynchronous and are meant to be conversations between and among members of your group based on required readings and other assigned materials for the week. The instructor's role is as observer and facilitator. The instructor will be reading all messages and will participate in the discussion as appropriate.

Your initial discussion board post must be posted by no later than 3:00 p.m. Tuesday of the week assigned. One response to someone else's post must be posted by no later than Thursday at 8:00 a.m. of the week assigned. While there are no strict requirements on the number of words needed for full credit for a week's discussion board postings, the postings are meant to be original, reflective, and substantive contributions to the week's discussion. Generally speaking, however, discussion board posts of 200 words or more are characteristic of those receiving full credit for the week's assignments.

**Capstone Progress Presentation and Responses**                        25%

"The formulations of (discussion) questions themselves and of appropriate methods for answering them become the principal focus of attention for student and teacher alike" (Newcomb, 1989). This method of situating the student as both teacher and learning is the basis of the seminar, which is a hallmark of doctoral education. Once a semester, using ApprenNet, students will be required to provide a substantive update on their progress completing this phase of their capstone's development. Videos should include prompts for recommendations from your fellow students on a specific issue or problem you are facing in developing your capstone project. Students not presenting will be required to submit a video response to the update video. Seminar leaders will review student responses and provide feedback through a summary posting.

More on the technical and substantive aspects of this requirement will be discussed during the first week of classes.

**Capstone Project: research questions and literature review** 50%
Students are to complete the first section of their capstone, which includes the chapters on the identification and formulation of their research questions and the literature review. Students will provide multiple drafts of both chapters during the semester and engage in a revise and resubmit process based on student and instructor feedback. On the first night of classes, students will be provided with a rubric detailing the requirements of the capstone. Students should review the DPA learning goals as they provide a basic outline of the specific requirements that must be included in each capstone project.

<u>**Course Schedule**</u>

| Week | Topic | Instruction | Assignments |
|------|-------|-------------|-------------|
| 1 | Introduction | Synchronous | Discussion Board; Progress Videos |
| 2 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 3 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 4 | Writing/Capstone Progress | Asynchronous | Chapter 1 draft due |
| 5 | First check in | Synchronous | Feedback provided |
| 6 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 7 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 8 | Writing/Capstone Progress | Asynchronous | Chapter 2 draft due |
| 9 | Second check in | Synchronous | Feedback provided |
| 10 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 11 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 12 | Writing/Capstone Progress | Asynchronous | Chapter 1 and 2 redrafts due |
| 13 | Third check in | Synchronous | Final feedback provided |
| 14 | Writing/Capstone Progress | Asynchronous | Discussion Board; Progress Videos |
| 15 | Writing/Capstone Progress | Asynchronous | Chapter 1 and 2 due |

<u>**Grading Scale**</u>
Course grades will be based on the following scale:

| | | | |
|------|---|---------|----|
| 93+ | A | 77-79 | C+ |
| 90-92 | A- | 73-76 | C |
| 87-89 | B+ | 70-72 | C- |
| 83-86 | B | 69 or less | F |
| 80-82 | B- | | |

Grades are weighted by the percentages indicated in the Course Requirements section and will be posted on D2L.

<u>**Diversity Statement**</u>
The MPA program of West Chester University strives to provide an inclusive learning environment for all members of its community by ensuring that faculty, students, and staff reflect the larger community, and by building a program committed to inter-cultural growth and

learning.  Please contact Dr. Michelle Wade at [mwade@wcupa.edu](mailto:mwade@wcupa.edu) (Chair, PPA Diversity Sub-Committee) or the Campus Climate Intervention Team ([http://www.wcupa.edu/_admin/social.equity/ccit.aspx](http://www.wcupa.edu/_admin/social.equity/ccit.aspx)) if you have any concerns.

**Course Policies**
**Academic Integrity:**  For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the department's handbook, the Graduate Course Catalogue, the Ram's Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class. *Note: All written assignments must be submitted through the "turnitin" function using the student's individual D2L dropbox account, thereby allowing for an objective evaluation of academic originality and integrity.*

**ADA Policy Statement:**  If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please contact the OSSD which is located at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

**Attendance, Participation, and Late Work:** You are expected to have read the week's readings before coming to class.  This will allow you to be fully and actively engaged in class discussions. Absences will negatively affect student's participation grade.  Students are responsible for the material and work they miss when they are absent.  Students with three or more unexcused absences may be dropped from the course or assigned an F at the instructor's discretion. Excused absences are at the instructor's discretion and are only granted in extenuating circumstances with documentation. Late work will only be accepted at the instructor's discretion if there is a valid documented extenuating circumstance

**Course Withdrawal Policy:**  A grade of W (withdraw) will be entered on the academic record of any student who withdraws from a course after the drop/add period and before the end of the ninth class week or the equivalent in summer sessions. A student may not withdraw from a course to avoid an academic integrity violation. After the ninth week of classes, students may not withdraw selectively from courses; they must contact the Office of the Registrar and withdraw from the University. The University will record a "W" for all courses in which the student is registered. However, if the effective date of official withdrawal is during the last week of classes, a letter grade or NG will be assigned for that course. A student may not receive a W during the last week of classes.

**Electronic Mail and Standards of Communication Policy:** It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the

responsibilities associated with this course. In all interactions with students, faculty, and any guests, students will adhere to accepted standards of appropriate academic discourse. Failure to conform to such standards will result in a warning upon the first infraction. Subsequent infractions will be met with significant penalties up to and including removal from the course.

**Emergency Preparedness:** All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone.  For more information and to sign up, visit www.wcupa.edu/wcualert.   To report an emergency, call the Department of Public Safety at 610-436-3311.

**<u>Distance Learning Policies</u>**
This is an online course with a majority of instruction and faculty-student and student-student interaction occurring asynchronously online.  As outlined in the course schedule, synchronous instruction will occur regularly and at mutually agreeable times. To prepare for and successfully complete this course, students should consider:

- Participation and preparedness expectations for small group discussion boards;
- Participation and preparedness expectations for any required synchronous small group discussion session during the semester;
- Participation and preparedness expectations for use of external learning websites;
- Technology expectations and requirements**,** as outlined below; and,
- The discipline required to meet scheduling demands in a primarily asynchronous learning environment.

**Required Technology Skills:** Students are expected to be competent in the use of computers and the internet. Students without experience using the university's learning management system (Desire2Learn, hereafter "D2L") can contact the instructor and/or the Student Help Desk to arrange instruction. Students must have access to the most current version of Internet Explorer/Safari/Mozilla. It is expected that all students will be able to open Microsoft Office 2007 files. Students are encouraged to contact the student help desk to ensure that their computer equipment if sufficient for the D2L operating system.

**Required hardware and software:**  Hardware requirements include a PC or Mac, and **internal or external webcam**, microphone and speakers. Software requirements include the most current version of Internet Explorer/Safari/Firefox. It is expected that all students will be able to open Microsoft Word 2007 (or later) documents.  Students are encouraged to contact the Student Help Desk to ensure that their computer equipment is sufficient for the D2L operating system. Students must be able to readily access the Internet via cable or broadband. The use of external headsets with microphones and headphones are encouraged during synchronous meetings.

**Accessing University Resources at a Distance**: Resources of WCU's libraries are readily accessible at a distance at http://subjectguides.wcupa.edu/distance.  You will find full information related to remote use of library resources. Further details can be found in the WCU Library Services policy on services and support for Distance Education Students available at http://www.wcupa.edu/library.fhg/policies/distanceEd.asp

**Minimum Student Preparation:** Students must be familiar with the D2L platform and watch the Course Welcome Video for navigating the Course Web Page prior to the first Week of class.

**Technical Support**: Students experiencing technological problems can contact the instructor or the Student Help Desk at http://www.wcupa.edu/d2l or call the ACC Student Help Desk at (610) 436-3350. Instructions for logging onto D2L and university webmail accounts are provided below.

**Accessing D2L:**
1. Open up an Internet browser (i.e., Internet Explorer, Firefox, or Safari)
2. Go to http://D2L.wcupa.edu  (You can also access D2L from the WCU main page.)
3. Enter the same network USERNAME and PASSWORD you use for Webmail and myWCU.
   a. Your username is your initials followed by your 6 digit WCUID#@wcupa.edu
   b. Example: John Smith = JS123456@wcupa.edu
4. Generic password for first-time WCU students is WCU-full birthdate (MMDDYY). Ex. WCU-062482.   This should be changed once you set up your e-mail or myWCU account.

**Navigating D2L:**
1. Once you have successfully logged in, look for the box labeled My Courses on the RIGHT of the MY Home screen.  The names of the courses will be underlined and in blue type.  Click the name of the course that you wish to access.
2. Once inside a D2L course, use the navigational tool bar along the top of your course homepage.  The links located on this tool bar allow you to access materials within your course.
3. This course will use the following tools:
   a. Content will include the course syllabus and all other materials, including recorded lectures.
   b. Dropbox will be used for the electronic submission of all assignments.
   c. D2L Collaboration will be used for small group discussion and for professor/student synchronous communication.
   d. D2L Discussion Board will be used for small group discussion board postings.
   e. AppreNet will be used for uploading individual learning videos.

More detailed descriptions and expectations for each of these concerns can be found in the Course Content area of D2L and individual assignment prompts.

*Sample Undergraduate 100% Online Syllabus*

**School of Business, College of Business and Public Affairs**
**BLA 302 Business and Commercial Law**

| | |
|---|---|
| **Instructor:** | Brian J. Halsey, J.D., LL.M., CISSP, Associate Professor of Business Law |
| **Contact Information:** | bhalsey@wcupa.edu; 610.738.0327; 329 Anderson Hall<br>*I prefer to be contacted by email.* Emails will always be returned by the end of the next business day. Phone calls will be returned during scheduled office hours. |
| **Class Dates & Hours:** | Spring 2016, online.<br>There are no set times to log into the class, but you must log in during quiz windows and participate before the weekly deadlines. The course is delivered online asynchronously through experience using the university's learning management system (Desire2Learn, hereafter "D2L"). |
| **Office Hours:** | Tuesdays/Thursdays 9:30am-11:30am; Wednesdays 3:00pm-4:00pm; in office, by email, by phone, or by appointment. |
| **Course Materials:** | Title: Business Law and the Legal Environment<br>Author(s): Don Mayer, Daniel Warner, George Siedel, Jethro K. Lieberman<br>e-ISBN: 978-1-4533-6263-1<br>Textbook options available at<br>http://students.flatworldknowledge.com/course?cid=1771927&bid=1567709<br>Extensive other materials are provided on the course website (articles, cases, links, videos, etc.) |

**Course Description:** A study of the most widely examined commercial law subjects. It is meant to be a partial preparation for the uniform Certified Public Accountant (CPA) examination. The course also provides business students with knowledge of advanced business law topics, including the following: the Uniform Commercial Code; debtor-creditor relationships; business organizational structures; and, other relevant federal laws and regulations.

**College Mission:** In support of the University Mission, the School of Business provides high-quality undergraduate and graduate business education to students from Pennsylvania and the broader region. The school focuses on student learning and the development of skills that prepare them for the demands of the global business environment. The School strives to be a critical component of the economic fabric of the region through efforts that connect the School with the local and regional community. Given its emphasis on quality teaching, the School encourages faculty to engage in scholarly activities related to their field of expertise, teaching and community issues.

**Program Learning Goals:**

Students who graduate with a B.S. degree in Accounting, Economics, Finance, Management, and/or Marketing should be able to:
1. Understand basic business concepts and theories;
2. Understand how globalization influences an organization and its stakeholders;
3. Understand how diversity influences an organization and its stakeholders;
4. Understand the importance and consequences related to ethical decision-making;
5. Critically analyze and solve a business problem through the appropriate acquisition and evaluation of information;
6. Use quantitative methods and business tools and processes to analyze business problems;
7. Effectively interact with others as part of a team; and
8. Make effective oral and written presentations.

**Student Learning Outcomes:** This course is structured to mirror in part relevant Content and Skill Specifications for the Uniform CPA Examination, but is relevant to all business students and students interested in the law. Students shall develop and demonstrate an understanding of:
1. Uniform Commercial Code
2. Sales contracts
3. Negotiable instruments
4. Secured transactions
5. Documents of title and title transfer
6. Debtor-Creditor Relationships
7. Rights, duties, and liabilities of debtors, creditors, and guarantors
8. Bankruptcy and insolvency
9. Government Regulation of Business
10. Federal securities regulation
11. Other federal laws and regulations (antitrust, copyright, patents)
12. Business Structure (Selection of a Business Entity)

13. Advantages, disadvantages, implications, and constraints
14. Formation, operation, and termination
15. Financial structure, capitalization, profit and loss allocation, and distributions
16. Rights, duties, legal obligations, and authority of owners and management

The table below illustrates the linkages between program learning goals, course objectives, and course assignments (assessments).

| Program Learning Goals | Student Learning Outcomes | Assignments |
| --- | --- | --- |
| # 1, 4, 5, 8 above | Uniform Commercial Code | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Sales contracts | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Negotiable instruments | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Secured transactions | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Documents of title and title transfer | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Debtor-Creditor Relationships | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Rights, duties, and liabilities of debtors, creditors, and guarantors | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Bankruptcy and insolvency | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Government Regulation of Business | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Federal securities regulation | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Other federal laws and regulations (antitrust, copyright, patents) | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Business Structure (Selection of a Business Entity) | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Advantages, disadvantages, implications, and constraints | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Formation, operation, and termination | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Financial structure, capitalization, profit and loss allocation, and distributions | Discussions, Quizzes, Briefs |
| # 1, 4, 5, 8 above | Rights, duties, legal obligations, and authority of owners and management | Discussions, Quizzes, Briefs |

**Prerequisites:**     BLA 201

**Course Requirements and Grading Distribution:**  Please see the University website for information on grade policies:

http://www.wcupa.edu/_information/official.documents/undergrad.catalog/acpolpro.htm#reports

Your final percentage grade in the class is the final grade, with no rounding or changes permitted to reach a higher letter grade.   That means that if you earn an 89.99999999%, you earn a B+, not an A-.  Your performance in the course will be evaluated on the basis of the following criteria:

1.      Fifteen (15) asynchronous discussions, one (1) per week:   2% each/ 30% of course grade total
2.      Five (5) quizzes:                                                              10% each/50% of course grade total
3.      Two (2) written case briefs:                                      10% each/20% of course grade total

*Threaded Discussions* – There is one (1) threaded discussion due per week.  Each asynchronous threaded discussion requires you to post your own original thoughts, research, and comments based on the parameters of the discussion posted on D2L.  In each discussion there is a link to a video, article, or other material that you will need to read/view to intelligently engage in the conversation.  In each discussion you are also required to comment on and discuss at least one other posting by other students in the course.

Therefore, please submit a minimum of two substantive entries on at least two different days before the deadline for each of the discussions.  If you post the minimum, all other things being equal, you can expect a C to B range grade on your discussion (that is, you cannot earn an A range grade on a discussion by doing the minimum).  One of your posts should be your own original material, and one post should be an expansion on or discussion of your classmate's work.  "Substantive" means that each of your required posts must be analytically engaged with the topic.  Mere copy-and-pastes, unaccompanied by your own analysis or commentary, mere compliments of a classmate's work, mere chattiness, and mere personal opinion unaccompanied by relevant sources materials are NOT "substantive" posts, and will not be counted against the minimum required number of posts.  The entry should be well-written (grammar and spelling count!), clear, concise, and well thought out.

In short, please post well thought-out material two times, on different days, in each discussion – once on your own, and once in response to other's work.  You cannot successfully complete the threaded discussions without reasonable preparation.

Below is the rubric used to grade each of your discussion posts.  Additional written feedback will be provided:

Sample Discussion Rubric

| Graded Items | Exceeds | Meets | Does Not Meet | Incomplete |
|---|---|---|---|---|
| Applied Concepts | 70 points<br><br>Response shows a clear understanding of main ideas and mentions at least three concepts from the required weekly readings. There are no irrelevant comments and the information is on point. The response provides examples that tie in with the course material being discussed. | 65 points<br><br>Response shows a clear understanding of main ideas and mentions at least one concept from the required weekly readings. There are no irrelevant comments and the information is generally on point. | 50 points<br><br>Response generally mentions a topic from the weekly readings, but does not clearly mention concepts from the required weekly readings. Argument lacks detail and there are some irrelevant comments present. | 0 points<br><br>Assignment not completed to a degree permitting credit. |
| Participation | 10 points<br><br>Responses are well beyond the minimum with regard to size of postings. Responses are two or three paragraphs, demonstrate careful analysis of other's opinions, and incorporate several terms, concepts or theories from the required readings. Several of the posts was original material, and several posts were an expansion on or discussion of classmate's work. Required posts were analytically engaged with the topic. | 5 points<br><br>Responses met the minimum. At least one the posts was original material, and one of the posts was an expansion on or discussion of classmate's work. Required posts were analytically engaged with the topic. | 2 points<br><br>Responses did not meet the minimum. The minimum requirement requires at least one the posts to be original material, and one of the posts must be an expansion on or discussion of classmate's work. Required posts must analytically engaged with the topic. | 0 points<br><br>Assignment not completed to a degree permitting credit. |
| Posting Frequency | 10 points<br><br>Response well exceeded the minimum of two substantive entries on at least two different days before the deadline for the discussion. | 5 points<br><br>Response met the minimum of two substantive entries on at least two different days before the deadline for the discussion. | 2 points<br><br>Response did not meet the minimum of two substantive entries on at least two different days before the deadline for the discussion. | 0 points<br><br>Assignment not completed to a degree permitting credit. |
| Writing Standards | 10 points<br><br>Response is free of grammatical errors and makes proper reference to the course text or to other materials and links that were used in the discussion. Statements are well organized with a clear thesis statement and concluding thoughts. | 5 points<br><br>Response is generally free of grammatical errors and includes proper citations. Statements are clear with a thesis defined, though a few points may be out of place or confusing. | 2 points<br><br>Response has numerous grammatical errors and lacks proper citations. Statements are disorganized; perhaps with a general structure defined, but stream of logic lost in the argument. | 0 points<br><br>Assignment not completed to a degree permitting credit. |

*Quizzes* –Five (5) quizzes are assigned.   There will be a window of at least 24 hours during the relevant week where the exam will be opened.   You may take the exam at any time during that window.   Exams are objectively graded, multiple choice, true/false and short answer tests.   The exams are administered on D2L.

*Two Written Case Briefs* – Two written case briefs are assigned in this course.  A brief is essentially an outline of the key points of a legal case decided by a court.  The briefs must be submitted to the D2L website dropbox for the relevant brief by the due date for the week when the case brief is assigned.   Sample case briefs and an explanation of briefing are provided on the D2L website.  Your submissions are automatically scanned by software that determines if it is original material (Turn It In).   For each case brief, you will be assigned a recent or significant state or federal case relevant to the course.   You will read the case, and brief it using the template provided on the course website.   Your brief should be roughly two (2) pages long.   Your reader should be able to clearly understand all the key information about that case without reference to any other source but your brief.   I fully realize that you are not law students and that this is the first or second time you may have ever completed this activity.   You will be graded appropriately for your skill level, and not as if you were U.S. Supreme Court clerks.

**Course Schedule:** The following schedule is *tentative* and may be *revised and supplemented*:

**Weekly Deadlines:  Every Monday Night at 11:59 PM EST Beginning January 26, 2016.**
*Note – work ahead – do not wait until the last minute to submit items.  You assume the risk for crashed computers, lost files, etc.*

| WEEK | TOPICS | READINGS (Read all linked articles and watch all videos posted online in weekly assignments) | ASSIGNMENTS Due By Weekly Deadline |
|---|---|---|---|
| 1/26/2016 | Course Introduction, What Is Law? Schools of Legal Thought Basic Concepts and Categories of US Law Sources of Law and Their Priority Legal and Political Systems of the World | Text Readings (Chapter 1) | Meet and Greet Posts |
| 2/2/2016 | Commercial Transactions: the Uniform Commercial Code Introduction to Sales and Lease Law, and the Convention on Contracts for the International Sale of Goods Sales Law Compared with Common-Law Contracts and the CISG General Obligations under UCC Article 2 | Text Readings (Chapter 2) | Discussion 1.1 |
| 2/9/2016 | Transfer of Title Title from Nonowners Risk of Loss | Text Readings (Chapter 3) | Discussion 1.2 |
| 2/9/2016 | Definitions and Types of Insurance Property Insurance, Liability Insurance, and Life Insurance Insurer's Defenses | Text Readings (Chapter 4) | None |
| 2/16/2016 | Performance by the Seller Performance by Buyer Remedies Excuses for Nonperformance | Text Readings (Chapter 5) | Quiz on Chapters 1-6 |
| 2/16/2016 | Introduction to Secured Transactions Priorities Rights of Creditor on Default and Disposition after Repossession Suretyship | Text Readings (Chapter 6) | Discussion 1.3 |
| 2/23/2016 | Introduction to Commercial Paper Scope of Article 3 and Types of Commercial Paper and Parties Requirements for Negotiability | Text Readings (Chapter 7) | Discussion 2.1 |
| 3/2/2016 | Transfer and Negotiation of Commercial Paper Endorsements Problems and Issues in Negotiation | Text Readings (Chapter 8) | Discussion 2.2 |
| 3/16/2016 | Holder in Due Course Defenses and Role in Consumer Transactions | Text Readings (Chapter 9) | Case Brief #1 |
| 3/16/2016 | Liability Imposed by Signature: Agents, Authorized and Unauthorized Contract Liability of Parties Warranty Liability of Parties Discharge | Text Readings (Chapter 10) | Quiz on Chapters 7-10 Discussion 2.3 |

| 3/23/2016 | Entering into a Credit Transaction<br>Consumer Protection Laws and Debt Collection Practices | Text Readings (Chapter 11) | None |
|---|---|---|---|
| 3/23/2016 | Introduction to Bankruptcy and Overview of the 2005 Bankruptcy Act<br>Case Administration; Creditors' Claims; Debtors' Exemptions and Dischargeable Debts; Debtor's Estate<br>Chapter 7 Liquidation<br>Chapter 11 and Chapter 13 Bankruptcies<br>Alternatives to Bankruptcy | Text Readings (Chapter 12) | Discussion 3.3 |
| 3/23/2016 | Uses, History, and Creation of Mortgages<br>Priority, Termination of the Mortgage, and Other Methods of Using Real Estate as Security<br>Nonconsensual Lien | Text Readings (Chapter 13) | Discussion 3.1 |
| 3/30/2016 | Intellectual Property<br>    Trade Secrets<br>    Copyright<br>    Trademarks | Text Readings (Chapter 14) | Quiz on Chapters 7-10<br>Discussion 3.2 |
| 4/6/2016 | Introduction to Partnerships and Entity Theory<br>Partnership Formation | Text Readings (Chapter 15) | None |
| 4/6/2016 | Operation: Relations among Partners<br>Operation: The Partnership and Third Parties<br>Dissolution and Winding Up | Text Readings (Chapter 16) | Discussion 4.1 |
| 4/6/2016 | Limited Partnerships<br>Limited Liability Companies<br>Other Forms | Text Readings (Chapter 17) | Discussion 4.2 |
| 4/13/2016 | Historical Background<br>Partnerships versus Corporations<br>The Corporate Veil: The Corporation as a Legal Entity<br>Classifications of Corporations<br>Corporate Organization<br>Effect of Organization | Text Readings (Chapter 18) | Case Brief #2 |
| 4/20/2016 | General Sources of Corporate Funds<br>Bonds<br>Types of Stock<br>Initial Public Offerings and Consideration for Stock<br>Dividends<br>The Winds of Change | Text Readings (Chapter 19) | Discussion 4.3 |
| 4/20/2016 | Powers of a Corporation<br>Rights of Shareholders<br>Duties and Powers of Directors and Officers<br>Liability of Directors and Officers | Text Readings (Chapter 20) | Quiz on Chapters 15-20 |
| 4/27/2016 | The Nature of Securities Regulation<br>Liability under Securities Law | Text Readings (Chapter 21) | Discussion 5.1 |
| 5/4/2016 | Corporate Expansion<br>Foreign Corporations<br>Dissolution | (Chapter 22) | Discussion 5.2 |
| 5/4/2016 | History and Basic Framework of Antitrust Laws in the United States<br>Horizontal Restraints of Trade<br>Vertical Restraints of Trade<br>Price Discrimination: The Robinson-Patman Act; Exemptions<br>Sherman Act, Section 2: Concentrations of Market Power; Acquisitions and Mergers under Section 7 of the Clayton Act | (Chapter 23) | Quiz on Chapters 15-20<br>Discussion 5.3 |

**Diversity Statement:** The School of Business of West Chester University strives to provide an inclusive learning environment for all members of its community by ensuring that faculty, students, and staff reflect the larger community, and by building a program committed to inter-cultural growth and learning. Please contact the Campus Climate Intervention Team (http://www.wcupa.edu/_admin/social.equity/ccit.aspx) if you have any concerns.

**Academic Integrity:** For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Graduate Course Catalogue, the Ram's Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class. Sanctions for improper conduct may include dismissal from the University.   All written assignments must be submitted through the "turnitin" function using the student's individual D2L dropbox account, thereby insuring academic originality and integrity.

**ADA Policy Statement:** If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please contact the OSSD which is located at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday 8:30 a.m. – 4:30 p.m. Their phone number is 610.436.2564, their fax number is 610.436.2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

**Attendance, Participation, and Late Work:** You are expected to have read the week's readings prior to assignment due dates, and, where applicable for on campus classes, class meetings.  Students are responsible for the material and work they miss when they are absent (either virtually or from a classroom). When applicable, students with three or more unexcused classroom absences may be dropped from the course or assigned an F at the instructor's discretion.  Excused absences are at the instructor's discretion and are only granted in extenuating circumstances with documentation. Late work will only be accepted at the instructor's discretion if there is a valid documented extenuating circumstance.

**Course Withdrawal Policy:**  A grade of W (withdraw) will be entered on the academic record of any student who withdraws from a course after the drop/add period and before end of the withdrawal period.   A student may not withdraw from a course to avoid an academic integrity violation. After the end of the withdrawal period, students may not withdraw selectively from courses; they must contact the Office of the Registrar and withdraw from the University. The University will record a "W" for all courses in which the student is registered. However, if the effective date of official withdrawal is during the last week of classes, a letter grade or NG will be assigned for that course. A student may not receive a W during the last week of classes.

**Electronic Mail and Standards of Communication Policy:** It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course. In all interactions with students, faculty, and any guests, students will adhere to accepted standards of appropriate academic discourse. Failure to conform to such standards will result in a warning upon the first infraction. Subsequent infractions will be met with significant penalties up to and including removal from the course.

**Emergency Preparedness:** Students are encouraged to sign up for the University's free WCU ALERT service.  For more information and to sign up, visit www.wcupa.edu/wcualert.   To report an emergency, call the Department of Public Safety at 610.436.3311.

**Required Technology Skills:** Students are expected to be competent in the use of computers and the internet. Students without experience using the university's learning management system (Desire2Learn, hereafter "D2L") can contact the Student Help Desk to arrange instruction. Students must have access to the most current version of Internet Explorer/Safari/Mozilla. It is expected that all students will be able to open Microsoft Office 2007 files. Students are encouraged to contact the Student Help Desk to ensure that their computer equipment if sufficient for the D2L operating system.

**Required Hardware and Software:** Hardware requirements include a PC or Mac or Linux System with sound capabilities. Software requirements include the most current version of Internet Explorer/Safari/Firefox. It is expected that all students will be able to open Microsoft Word 2007 (or later) documents and .pdf documents.  Students are encouraged to contact the Student Help Desk to ensure that their computer equipment is sufficient for D2L access. Students must be able to readily access the Internet.

**Accessing University Resources at a Distance**: Resources of WCU's libraries are readily accessible at a distance at http://subjectguides.wcupa.edu/distance.  You will find full information related to remote use of library resources. Further details can be found in the WCU Library Services policy on services and support for Distance Education Students available at http://www.wcupa.edu/library.fhg/policies/distanceEd.asp

**Minimum Student Preparation:** In addition to the course prerequisites, students must be familiar with the D2L platform and review the syllabus (available on D2L) prior to the first week of class.

**Technical Support**: Students experiencing technological problems can contact the Student Help Desk at http://www.wcupa.edu/d2l or 610.436.3350.

**Accessing D2L & Webmail:** Open up an Internet browser (i.e., Internet Explorer, Firefox, or Safari).  Go to http://D2L.wcupa.edu. You can also access D2L from the WCU main page.  Enter the same network USERNAME and PASSWORD you use for Webmail and myWCU. Your username is your initials followed by your 6 digit WCUID#@wcupa.edu (Example: John Smith = JS123456@wcupa.edu).  The generic password for first-time WCU students is WCU-full birthdate (MMDDYY). Ex. WCU-062482.  This should be changed once you set up your e-mail or myWCU account.

**Navigating D2L:** Once you have successfully logged in, look for the box labeled My Courses on the RIGHT of the MY Home screen.  The names of the courses will be underlined and in blue type.  Click the name of the course that you wish to access.  Once inside a D2L course, use the navigational tool bar along the top of your course homepage.  The links located on this tool bar allow you to access materials and tools within your course.  More detailed descriptions and expectations for each of these concerns can be found in the Course Content area of D2L and individual assignment prompts.

**Bibliography:**

Bibliography:

• Content and Skill Specifications for the Uniform CPA Examination, Approved by the Board of Examiners American Institute of Certified Public Accountants May 15, 2009, Update Approved on October 1, 2012, Effective Date: January 1, 2014

http://www.aicpa.org/becomeacpa/cpaexam/examinationcontent/contentandskills/downloadabledocuments/csos-ssos-effective-jan-2014.pdf

•        AICPA Statements on Standards for Tax Services
•        Revised Model Business Corporation Act
•        Revised Uniform Limited Partnership Act
•        Revised Uniform Partnership Act
•        Securities Act of 1933
•        Securities Exchange Act of 1934
•        Sarbanes-Oxley Act of 2002
•        Uniform Accountancy Act
•        Uniform Commercial Code

*Sample Undergraduate Blended Syllabus*

**SMD 100 – FOUNDATIONS OF SPORTS MEDICINE**
Sec 01, 90: M/W 8:00-9:00am; Sec 02: M/W 9:00-10:00am
Fall 2015
Room 116E
2.0 Credits

**INSTRUCTOR:**
Daniel Baer, MS, LAT, ATC
114A Sturzebecker HSC
Phone: (610) 436-2139
Email: dbaer@wcupa.edu
Office Hours:  M/W 10:00-11:30; Th/F 10:00-11:00       *Or by appointment*

**REQUIRED TEXT BOOK AND SUPPLIES:**
There is no required text book for this course.

**STUDENT LEARNING OUTCOMES:**
Program Outcomes:
Undergraduate students will be able to:
1. Apply, describe, explain, and identify concepts associated with: (a) Evidence Based Practice, (b) Prevention and Health Promotion, (c) Clinical Exam and Diagnosis, (d) Acute Care of Injury/Illness, (e) Therapeutic Interventions, (f) Psycho-social Strategies and Referral, (g) Healthcare Administration, and (h) Professional Development and Responsibility.
2. Demonstrate the ability to communicate effectively in both the oral and written form.
3. Demonstrate the skills to locate, evaluate, and use information related to the discipline.
4. Demonstrate clinical reasoning skills to include: the recognition, analysis, and interpretation information provided to make decisions regarding patient care.

Course Outcomes:
Students enrolled in SMD 100 will be able to:
A. Explain the various disciplines in sports medicine and discuss their similarities and differences.
B. Identify important events in the field of athletic training and explain their significance.
C. Discuss the similarities and differences among athletic training employment settings.
D. List career options in athletic training and provide the educational preparation for each.
E. Understand the relationship between certified athletic trainers and other members of the sports medicine team.
F. Understand the importance of Evidence Based Medicine in allied healthcare.
G. Learn about West Chester University's athletic training curriculum, including expectations and pathways to success.
H. Create multiple methods of conveying information in the field of Athletic Training.
I. Become familiar with learning resources at West Chester University including the library and D2L.
J. Interact successfully with fellow classmates.

Assignments linked to student learning outcomes:
- Program outcome 1 is linked to course outcomes A, C, D, E, F, and G, and is achieved through the online quizzes and homework assignments, professional development points, the final project, the evidence-based practice assignment/presentation, and the evidence-based practice discussion board assignment.
- Program outcome 2 is linked to course outcomes H, and J, and is achieved through the clinical observation reports, evidence-based practice assignment/presentation, and the evidence-based practice discussion board assignment.
- Program outcome 3 is linked to course outcomes A, B, C, D, F, and I, and is achieved through the online quizzes and homework assignments, professional development points, the evidence-based practice assignment/presentation, and the evidence-based practice discussion board assignment.
- Program outcome 4 is linked to course outcome F, and is achieved through the clinical observation reports, the evidence-based practice assignment/presentation, and the evidence-based practice discussion board assignment.

**ATTENDANCE**: Class attendance is expected. In the case of an excused absence, the student is responsible for obtaining work missed in class. There will be no make-ups of class work and/or exams unless there are extenuating circumstances. The class participation grade will be affected if a student misses more than **three** classes in a semester.

**CLASS BEHAVIOR POLICY:** As a student in this class, you agree to actively take part in your learning process. If for any reason this agreement is violated (e.g., sleeping in class, texting in class, inappropriate humor, etc.) you will be immediately dismissed from class and marked absent for the day.

**COURSE REQUIREMENTS:**
- There are no pre-requisites required for this course.
- At a minimum, students must complete all online modules, including videos, readings, and assignments, prior to attending the following face-to-face class.
- Complete course readings and assignments, attend class regularly, and participate in small group and class discussions.
- Use the resources available to you on the course D2L page. Check D2L and your university email account often.

**COMMUNICATION:**
It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

**COURSE WEB PAGE:** http://d2l.wcupa.edu

**COURSE EVALUATION AND GRADING:**
Grading:

| | |
|---|---|
| Class Participation & Preparedness | 15% |
| EBM Discussion Board | 5% |
| Observation Reports | 20% |
| Quizzes/Homework | 20% |
| Evidence-Based Medicine Assignment | 15% |
| Professional Development Points | 10% |
| Final Project | 15% |
| Total | 100% |

| Grade | % | | | | | |
|---|---|---|---|---|---|---|
| A | 93-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-92 | C+ | 77-79 | D | 63-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-62 |
| B | 83-86 | C- | 70-72 | F | 59 or lower |

**Class Participation & Preparedness (15%)**
This course includes various types of active learning activities. To be successful later in life, one must know how to work with others. Your participation is essential in making the activities beneficial for your learning and development. Attendance is mandatory, and your participation is EXPECTED. As part of your grade, you will be asked to complete out-of-class readings and/or assignments to prepare you for each topic.

**Evidence-Based Medicine Discussion Board (5%)**
You will participate in an online discussion forum with your classmates on a sports medicine research topic that is of interest to you. You will also read and reply to your classmates' posts. More details about this assignment will be available on the course web page.

**Observation Reports @ 10% each (20%)**
Each student will be required to complete two observations reports:
1.  You will be required to shadow one junior or senior level athletic training student in WCU's Department of Sports Medicine. You will <u>be required to visit their assigned clinical site</u> for one day (~ 2-3 hours) and interview the student.
2.  You will need to visit a sports medicine facility and interview a sports medicine professional. It is the student's job to contact the facilities to set up each interview.

You must POST 2 paragraphs on the Discussion Board that address the following: Who you shadowed, where you shadowed them, your overall impression of the experience, anything surprising, what valuable lesson or epiphany ("Ah-Ha") moment did you have during your shadowing experience. You will be told to focus on a THEME during your observation. YOU MUST WRITE AND REFLECT ON HOW THIS EXPERIENCE PERSONALLY AFFECTS YOU.

**Quizzes/Homework (20%)**
There will be online quizzes included as part of most of the online modules that you will complete on D2L. Quizzes consisting of multiple choice, T/F, and short answer will be used to assess your understanding of the information presented in the online modules. There will be 10 online quiz/homework assignments throughout the semester. Each assignment will be worth 2% of your final grade.

**Evidence-Based Medicine Assignment (15%)**
Evidence-Based Medicine is currently a strongly emphasized concept in the profession athletic training. The assignment will allow students to conduct the various steps involved in evidence-based practice, critically analyze, and critically think about a current sports medicine topic. This assignment includes a paper and a group presentation.

**Professional Development Points (10%)**
Throughout the course of the semester, you will be required to earn professional development points. In a separate document you will find the details of this requirement.

**Final Project (15%)**
Your final project will be a multimedia presentation on Athletic Training. You will work in groups. Details will be provided at a later date.

<u>**TECHNICAL SUPPORT:**</u>
If you are new to D2L, visit the D2L student information page at http://www.wcupa.edu/infoservices/clientServices/d2lServices/students.aspx. Additionally, the Distance Education Student Resources guide is available at http://www.wcupa.edu/distanceed/studentresources.asp. If you still have questions about using D2L, please contact the WCU IT Help Desk at 610-436-3350, or contact the professor via phone or email. For night and weekend technical support, call Brightspace by D2L at 1-877-325-7778. If you need to access hardware while on campus please see the WCU computer lab web page at http://www.wcupa.edu/_SERVICES/Stu.Syk/sykesServices.aspx.

<u>**MINIMUM TECHNICAL SKILLS NEEDED:**</u>
Please view the student orientation and resources for online learning found on your D2L homepage. Review the pre-orientation module to assess the technical skills needed to be successful in this course. To be successful,

students must possess a basic working knowledge of computers and Microsoft Word, in order to access and navigate the D2L site, and to prepare and submit assignments.  If you are unsure of any skills listed in the pre-orientation module please complete the skills within this module.

**TECHNOLOGY REQUIREMENTS:**
Students must have access to the most current version of their preferred web browser (Chrome, Firefox, Safari, Internet Explorer, etc.).  D2L recommends using Mozilla Firefox.  It is expected that all students will be able to open Microsoft Office 2010 files.  Recommended minimum computer configurations are listed on the WCU Academic Computing Center website at http://www.wcupa.edu/infoservices/commServices/resnet/computerConfig.aspx.  Students must be able to readily access the internet via cable or broadband.  Students must have access to a computer with standard sound and video capabilities in order to watch and listen to course lectures and additional course content.  Online modules, quizzes, and assignments must be completed on a computer, not on a smartphone or tablet.

**ACADEMIC INTEGRITY:**
It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course.  Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification.  Proof of academic misconduct can result in the automatic failure and removal from this course.

For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their major department's handbook, the *Undergraduate/Graduate Course Catalogue*, the *Ram's Eye View*, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

**WCU LIBRARY INFORMATION:**
You can access the West Chester University library website at http://www.wcupa.edu/library.fhg/.  Hours of operation are posted on the website.  To contact a librarian, call (610) 436-4400.  For information or assistance regarding online library resources for distance students, visit http://subjectguides.wcupa.edu/distance.  As part of this course, we will discuss specific tips for doing library research, identifying types of resources, and citing those resources.

**AMERICANS WITH DISABILITIES ACT:**
If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner.  Accommodations cannot be granted retroactively.  The OSSD hours of operation are Monday – Friday 8:30 a.m. – 4:30 p.m.  Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is www.wcupa.edu/ussss/ossd.

**EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS:**
Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog.  In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

**EMERGENCY PREPAREDNESS:**
All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone.  For more information and to sign up, visit www.wcupa.edu/wcualert.   To report an emergency, call the Department of Public Safety at 610-436-3311.

**TENTATIVE COURSE OUTLINE:**

| Wk. | Date | Day | Format | Topic | Group Presentation | Assignments |
|---|---|---|---|---|---|---|
| 1 | 8/24 | M | | Course Introduction | | |
| | 8/26 | W | Online | Introduction to Sports Medicine and Athletic Training | | Introductory Essay Due |
| 2 | 8/31 | M | | Introduction to WCU Athletic Training | | Scavenger Hunt Assigned |
| | 9/2 | W | Online | The Athletic Training Facility | | Online Module Quiz |
| 3 | 9/7 | M | | *Labor Day – No classes* | | |
| | 9/9 | W | Online | The Sports Medicine Team | | Online Module Quiz |
| 4 | 9/14 | M | | Professionalism in the Sports Medicine Field | | Scavenger Hunt Due |
| | 9/16 | W | Online | Professional Writing | | Online Module Quiz |
| 5 | 9/21 | M | | Guest Speaker: Amanda Scheibner (Writing Center) | | |
| | 9/23 | W | Online | Information Literacy | | Online Module Quiz |
| 6 | 9/28 | M | | Guest Speaker: Walt Cressler, Health Sciences Librarian; Using technology to gather and share information | | |
| | 9/30 | W | Online | Evidence-Based Medicine (EBM) in Allied Health | | Discussion Board Original Post Due |
| 7 | 10/5 | M | | *Fall Break – No classes* | | |
| | 10/7 | W | Online | EBM Hierarchy | | Discussion Board Responses Due |
| 8 | 10/12 | M | | Panel Discussion with WCU AT Students | | |
| | 10/14 | W | Online | The History of Athletic Training | | Online Module Quiz |
| 9 | 10/19 | M | | Guest Speaker: Phil Donley | | Questions for guest speaker due |
| | 10/21 | W | Online | AT Traditional Settings | | Online Module Quiz |
| 10 | 10/26 | M | | Guest Speaker: Professional Sports | | |
| | 10/28 | W | Online | AT Non-traditional Settings | | Online Module Quiz |
| 11 | 11/2 | M | | Guest Speaker: Physician Extender | Domain I | |
| | 11/4 | W | Online | Options After Graduation | | Online Module Quiz |
| 12 | 11/9 | M | | Panel Discussion with WCU Graduate Assistants | Domain II | |
| | 11/11 | W | Online | Diversity in Athletic Training and Allied Health Fields | | Online Module Quiz |
| 13 | 11/16 | M | | Guest Speaker: Diversity | Domain III | |
| | 11/18 | W | Online | Final Project Planning | | |
| 14 | 11/23 | M | | Guest Speaker: Industrial AT | Domain IV | |
| | 11/25 | W | | *Thanksgiving Break – No classes* | | |
| 15 | 11/30 | M | | Final Project Planning | Domain V | |
| | 12/2 | W | Online | Final Project Planning | | |
| 16 | 12/7 | M | | Final Project Viewing | | |
| | TBD | | | Final Exam Date | | |

**COURSE BIBLIOGRAPHY:**

Conrad et al., 2012, Eliminating log rolling as a spine trauma order. *Surg Neurol Int. 3(Suppl 3): S188–S197.*

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