Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/19/2013
(Effective date cannot be retroactive)

☐ New course  ☐ Temporary course  ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit_______)
☐ Number (former number_______)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in _________ (Must have GenEd Committee Approval)  ☐ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only)  ☐ Graduate credit (professional programs only)

☐ Other (please list request) ________________________________

<table>
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<tr>
<th>PSYCH</th>
<th>510</th>
<th>Introduction to Online Instruction</th>
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<tr>
<td>course prefix</td>
<td>course no.</td>
<td>title</td>
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| 1 | 1 | 0 | 0 | PhD Psychology graduate students only, others by instructor permission |
|---|---|---|---|prerequisite|
| credit | lecture hrs | lab hrs | studio hrs |
| per week | per week | per week |

Description (20 words or less) Instruction in teaching online courses addressing issues faced by instructors and students. Students are mentored while teaching online.

Instructor: Lee W. Daffin Jr., PhD
Contact: Kendra Cochrane
Phone number: (509) 335-2802  Email: ldaffin@wsu.edu
Phone number: (509) 335-2633  Email: klhash@wsu.edu

Campus Zip Code: 4820

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair/Date: 9/1/12  Dean/Date: 9/13/12  General Education Com/Date:  

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/Date:  

All-University Writing Com/Date  Academic Affairs Com/Date  Senate/Date  

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Impact of the Request on Faculty Load and Unit Resources:

There is no impact on faculty load by the creation of PSYCH 510. The course has been taught for years already. We are simply requesting that the class be separated from PSYCH 505.

Additionally, the department has begun to offer an undergraduate psychology degree delivered solely online as of fall 2012. In keeping with the mission of the university to provide the highest quality education, we must ensure our graduate instructors are of the highest quality themselves. Formal training is a necessity. As part of the new online degree, a provision was written to have a faculty member oversee the degree and hold the title of Director, Online Psychology Degree program. One responsibility of this individual is to provide supervision for all graduate instructors of online courses. Part of supervising the instructors is making sure they are properly trained in online education.

Lee William Daffin Jr., Ph.D., is currently directing the online degree program. Lee is a recent graduate of the experimental psychology program at WSU (degree conferred August 2012). In his first year at WSU, Lee taught one lab section for PSYCH 312 and was awarded the Graduate and Professional Student Association Teaching Assistant Excellence Award in April 2009. He then spent his final three years of graduate training teaching PSYCH 470: Motivation (online) and received exemplary student comments in relation to how he designed and taught the course. Lee has also served on the faculty of the University of Phoenix for over four years, concurrent with his time at WSU, and teaches several online classes there. Through UoP, Lee has received considerable and extensive training on effective techniques in online education. Lee brings seven combined years of online teaching experience to PSYCH 510. To further demonstrate his teaching qualifications, Lee served as adjunct faculty at Towson University for three years before coming to WSU (Intro to Psych and Human Development) and served as a Lecturer at the University of Idaho for 2.5 years where he taught Introductory Psych to classes with 200 to 275 students. Lee's extensive experience makes him well qualified to teach PSYCH 510. He currently teaches this course as PSYCH 505, Section 2.

Strategic Impact of PSYCH 510

Departmental Strategic Goals - The Psychology department's website states the following: "The doctoral program in experimental psychology is designed to produce highly skilled, innovative, and productive experimental psychologists in terms of research and teaching." The creation of PSYCH 510 is in keeping with the teaching aspect of this goal and complements the current offering of PSYCH 505 to produce well-rounded and highly competent instructors of psychology.

College of Arts and Sciences Strategic Goals - The CAS website states the following, "The college is uniquely positioned to pursue liberal, broad-based learning, in which inquiry and teaching proceed in tandem. We challenge our students and ourselves to think rationally, critically, and creatively for lifelong engagement in our human and natural worlds." Part of learning being broad-based is recognizing that learning does not just occur in brick and mortar buildings any more. What constitutes a 'classroom' has changed in the 21st century and online
PSYCH 510 Justification

Request

The psychology department requests to change PSYCH 505-02 to PSYCH 510 effective fall 2013.

Reason for Request

Currently, our department has a course giving graduate students instruction in how to teach in the classroom and in particular in relation to teaching Introductory Psychology (i.e. large class format). This course is PSYCH 505. In the current catalog, as of late August 2012, the course is described as such:

505 Teaching Introductory Psychology V 1-3 May be repeated for credit; cumulative maximum 4 hours. Problems and techniques related to teaching introductory psychology. S, F grading.

Three years ago, the Department of Psychology decided to employ graduate instructors in online psychology courses. When this happened, PSYCH 505-02 was added. This course focused specifically on techniques and issues relevant to teaching online courses. The class was held once a week for an hour and in a small group format issues faced by the instructors and techniques in effective online instruction were discussed. Obviously, this is a vastly different course and the specialized training graduate students have been receiving in online teaching is not readily noticeable on a transcript or to hiring committees due to the course currently being taught as a section of 505.

Justification

Online education is expanding rapidly at universities around the country and world, thus increasing the need for competent online instructors who can do more than simply grade tests or papers. These instructors must be able to facilitate meaningful discussions in a discussion board format as they replace the classroom lecture, recognize and deal with difficult students as the challenge they represent is different than the typical problem student in the classroom, be cognizant of the tone of their writing because students cannot see their facial expressions, and effectively assess learning objectives to ensure overall course learning outcomes and skills are developed by students and that these outcomes and skills are comparable to what is accomplished in the traditional classroom. Hence online learning has some unique challenges, and instructors need to be trained in how to deal with them. The Psychology Department at WSU is unique in its instruction in how to teach in the classroom. We further distinguish ourselves from other graduate programs in that we offer training in online education. It is imperative that our graduate students have this training accurately reflected on their transcripts. Changing PSYCH 505-02 to PSYCH 510 accomplishes that goal.
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Additionally, the department has begun to offer an undergraduate psychology degree delivered solely online as of fall 2012. In keeping with the mission of the university to provide the highest quality education, we must ensure our graduate instructors are of the highest quality themselves. Formal training is a necessity. As part of the new online degree, a provision was written to have a faculty member oversee the degree and hold the title of Director, Online Psychology Degree program. One responsibility of this individual is to provide supervision for all graduate instructors of online courses. Part of supervising the instructors is making sure they are properly trained in online education.

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education has made its mark. Therefore, training future university professors to be effective online instructors is imperative.

WSU 2008-2013 Strategic Plan - The creation of PSYCH 510 meets the goals listed in the strategic plan as follows:

1. Goal 1 states, "Attract and retain a diverse faculty and staff of the highest academic stature." Part of being of the highest academic stature is that the individual is not only well-versed in the scholarly literature of his/her field, but also can competently share that knowledge with others. Training our graduate students to be competent in both classroom and online instruction helps them, and us, to achieve this goal.

2. Goal 2 states, "Develop and support outstanding graduate programs" and "Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology." Part of what distinguishes the WSU Psychology graduate programs is our emphasis on teaching preparation in addition to research. We achieve this with classroom training in instruction techniques and by providing teaching opportunities. PSYCH 510 also helps new instructors adapt to advances in technology. Online education is here to stay. Ensuring that our graduates are ready to deliver highly effective instruction both on-campus and online, increases their chances of future success in a range of academic positions.

3. Goal 3 states, "Market our premier education to a diverse and global audience." Part of marketing to a global audience is through online education. Again, competent instructors will put the premier in premier education.

Final remark

PSYCH 510 serves the interests of our department, college, university, and graduate students, as well as the many undergraduate students who take our classes and expect the best from us.
PSYCH 510 Course Syllabus

I. General Information
   Instructor - Lee William Daffin Jr., Ph.D.
   Office: Johnson Tower (JT) 351
   Office Hours: I am usually in my office so just stop by or make an appointment if you prefer
   Email: ldaffin@wsu.edu
   Phone: 509-335-2802

II. Textbook
No book is required for this course. Links to required readings will be posted in Angel and may be obtained there.

III. Angel
This course will utilize an Angel web space. Access it from your list of courses when you log into Angel. The course instructor will use this space to post links to the readings/activities during the instruction in online education segment of the course (Weeks 1-3).

IV. Learning Goals
After completing this course, the individual will be able to:
   - Compare and contrast the differences between the online and classroom learning environments in terms of advantages and limitations. Identify the typical demographic of the online student and challenges that both student and instructor may face due to this. Distinguish between classroom instructor and online facilitator and the different roles/responsibilities inherent in these two positions.
   - Identify strategies for maintaining proper tone online and for establishing good online etiquette between students and instructor. Evaluate the merits of using emoticons online. Outline tactics for dealing with difficult students and preventing altercations from spiraling out of control.
   - Understand the process of setting ground rules for course participation early, modeling substantive participation during the course, and ending units with summary discussion posts. Utilize the ABC approach in discussions.
   - Assess newly designed courses or redesigned courses for effectiveness in achieving stated learning goals and providing an academically rigorous course that is reasonable in workload.

V. Course Description and Procedures
This course will provide formal training in, and supervision of, online instruction. It will be taken by students who are teaching online the same semester (as they are enrolled in the course). The first few weeks of the semester will be used to cover techniques in online education. Once this component of the course is complete, the 510 instructor will meet individually with each graduate instructor to discuss the content and structure of the instructor's assigned course and, with a mentorship model in mind, the 510 instructor will provide feedback and guidance on the graduate instructor's performance in their course for the duration of the semester. Also, the 510 Instructor will assist the graduate instructor with the completion of the "Teaching Online Certification" (see below for more information) as well as the Course Verification process in preparation for the next semester (assuming the instructor is teaching online the following semester).

Instruction in Online Education (administered via Angel)
Topic 1: Differences Between Online and Classroom Teaching, Online Tone, and the Difficult Student (Week 1)
Topic 2: Creating Dynamic Discussions in the Classroom (Week 2)
Topic 3: Evaluating Student Writing/Providing Feedback that Makes a Difference (Week 3)
IX. Students with Disabilities
Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

X. On-Campus Safety
Washington State University is committed to maintaining a safe environment for its faculty, staff, and students on all campuses. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan. It is highly recommended that you visit this web site as well as the University emergency management web site at http://oem.wsu.edu/emergencies to become familiar with the information provided. The Pullman campus safety plan can be found at: http://safetyplan.wsu.edu.
PSYCH 510: Introduction to Online Instruction

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   Office: Johnson Tower (JT) 351
   Office Hours: I am usually in my office so just stop by or make an appointment if you prefer
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     advantages and limitations. Identify the typical demographic of the online student and challenges that both student
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     and instructor. Evaluate the merits of using emoticons online. Outline tactics for dealing with difficult students
     and preventing altercations from spiraling out of control.
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   individually with each graduate instructor to discuss the content and structure of the instructor's assigned course and, with
   a mentorship model in mind, the 510 instructor will provide feedback and guidance on the graduate instructor's
   performance in their course for the duration of the semester. Also, the 510 Instructor will assist the graduate instructor
   with the completion of the "Teaching Online Certification" (see below for more information) as well as the Course
   Verification process in preparation for the next semester (assuming the instructor is teaching online the following
   semester).

Instruction in Online Education (administered via Angel)
   During the three weeks of formal instruction in online education, students will do the following:

WEEK 1: Differences Between Online and Classroom Teaching
   - List and discuss similarities and differences between online and classroom learning formats.
   - Address any misconceptions instructors may have about this learning format.
PSYCH 510: Introduction to Online Instruction

WEEK 2: Tone and the Difficult Student
- Identify how tone affects online communications.
- Differentiate between sender intention and receiver interpretation in online communication.
- Identify online communication principles that enable clear communication.
- Identify tactics in diffusing a difficult student and avoiding flame wars (optional reading).

WEEK 3: Creating Dynamic Discussions in the Classroom
- Define facilitation.
- Explain what makes an online discussion dynamic.
- Identify techniques for facilitating the adult learner.
- Explain what the ABC approach and apply it to your class.
- Identify elements of a good facilitator.
- Identify what makes participation substantive for both student and instructor.
- Examine elements of effective feedback to students concerning their participation in discussions.

Directed Mentorship (meet in instructor's office)
Meeting 1: Discuss current course structure and discuss possible changes that need to be made (Week 4 or 5)
Meeting 2: Prepare for Course Verification process (Week 6 or 7)
Meetings 3-4 (as needed): Complete Course Verification (mostly held in October or March); (Weeks 8-10)
Meeting 5 – Discuss Grad Instructor progress in the course to date (Week 12-13)
Meeting 6 – Semester Recap (Week 15)

NOTE: During Meetings 1-4, the 510 Instructor will also provide feedback on the grad students’ performance in facilitating their class to date.

VI. WSU Online Teaching Online Certification Course
In addition to completing PSYCH 510, graduate students will be required to complete the Teaching Online Certification Course offered by WSU Online. The description of the course is as follows (taken from their website):

Through this course learners will be introduced to the research foundation in this growing field, on which WSU Online best practices are built. It consists of stand-alone, self-paced modules that can be completed in any order. Each module contains an introduction, assigned readings and media presentations, and recommended activities. Instructors new to online teaching will gain the most by working through the modules sequentially.

The emphasis of the course is online teaching, but best practices for online design are covered as well, for those working without the support of an instructional designer.

To receive the certification associated with this site you will need to complete the assessments for each module.

For more information and to sign up, visit: http://online.wsu.edu/courses/certification/

Once you have completed the course, print your certificate and give a copy to the PSYCH 510 Instructor.
PSYCH 510: Introduction to Online Instruction

VII. Evaluation/Grading
The student will be granted a Satisfactory for the course if the following are completed:
I. Instruction in Online Education (as described in Section V): Weeks 1 - 3
   • Complete all assigned readings by demonstrating knowledge of them in the group discussion.
   • Respond to the weekly discussion questions (DQs) by the due date indicated on the question prompt.
   • Complete all assigned exercises by the due date indicated in the instructions.
   • Comment on the responses of three of your classmates each discussion week.
   • Produce quality work by providing thoughtful responses to the DQs and meeting substantive participation requirements as described under Announcements from the Instructor.

II. Directed Mentorship (as described in Section V)
   • Attend all meetings on time and come prepared.
   • Assist with the Course Verification process to include proposing changes to the course, and implementing those changes on subsequent semesters, if still instructing the class.
   • Discuss issues with course facilitation, as they arise.

III. WSU Online Teaching Certification Course (as described in Section VI)
   • Complete the online certification course by the end of the semester taking PSYC 510.

Students unable to complete the work in the first three weeks can request an Incomplete for the course and complete missing work within one semester of enrolling in PSYC 510. If a student fails to complete the required components of the class and has not arranged for an Incomplete, a Fail will be given.

VIII. Academic Integrity
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or http://online.wsu.edu/current_students/ar_integrity_plagiarism.aspx. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

IX. Students with Disabilities
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