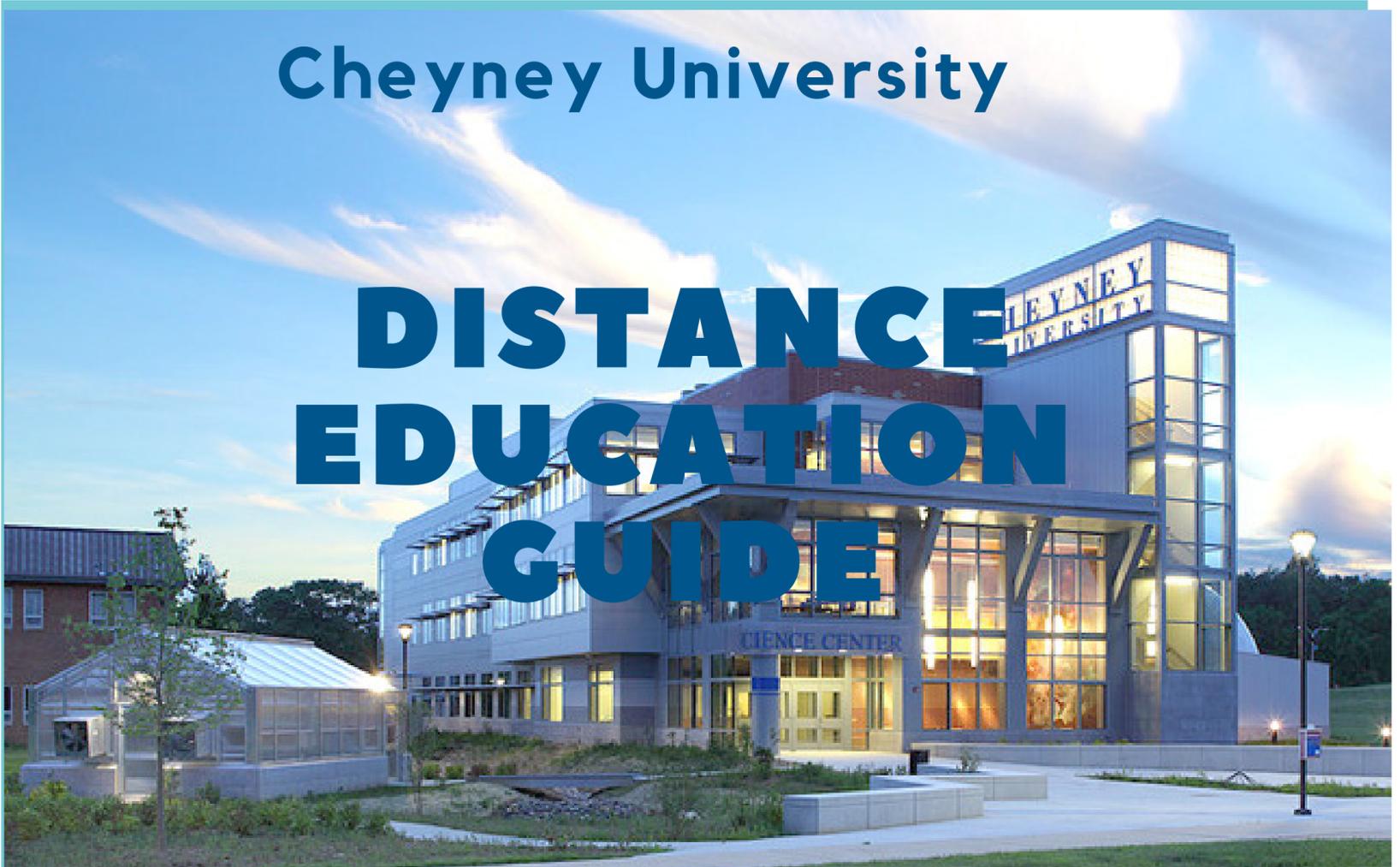


ACADEMIC YEAR 2021-2022

Cheyney University

**DISTANCE
EDUCATION
GUIDE**



**INSTITUTIONAL RESEARCH
ASSESSMENT & COMMUNICATIONS**

What is distance education?

Merriam Webster defines **distance education** as, “a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes.”

Simply put, distance education is when students are separated from teachers and peers. This means that students learn remotely and do not have face-to-face learning with instructors or other students.

What's The Difference Between Online Learning And Distance Education?

1. Location

Online learning can include the use of online tools and platforms while still being in a regular classroom setting. Distance education, however, is remote and does not include any face-to-face interaction between student and teacher.

2. Interaction

Online learning, as seen above, can include interaction with teachers and peers, whereas distance learning does not have in-person interactions.



3. Intention

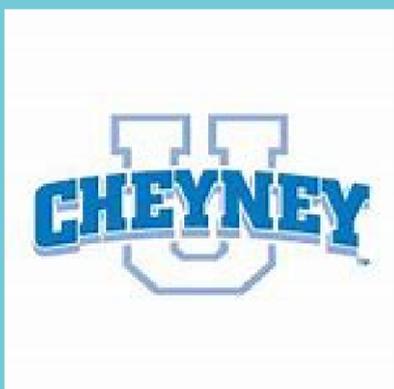
Online learning can be used as a supplement for teachers in their courses, while distance learning replaces teachers with instruction that is pre-set on the learning platform.

The Benefits Of Distance Education

Students, from around the world, can study at their chosen institution, even if they are not able to travel to their preferred program. This allows us to be available to students who would not otherwise be able to attend due to distance, finances, or other circumstances.

Distance education is extremely important for those who cannot attend programs due to health complications, severe social anxiety, busy work schedules or parenting demands, or any other situations which make it necessary to be confined to the home.

Online programs cater to students who prefer or need distance education.



Helpful Tips to be an Effective Distance Educator

1. **Set realistic expectations**--Faculty are being asked to adapt to new teaching environments quickly, and that requires taking a realistic look at what learning outcomes are achievable.
2. **"Involve students in the decision-making process of deciding which digital platforms to use, and they will feel more ownership in the course,"** he says. "Talk through with them what your goals are for instruction, and they will learn more about how education and training work.
3. **Test your content and technology early**--this will help you alleviate unnecessary issues that can hinder course progress.
4. **When in doubt, reinforce the learning objectives**--don't get stuck on traditional methods. Remember, the objective is that students "learn", which means that you will have to be flexible in your pedagogy.
5. **Innovate and stimulate discussion**--Encourage participation, much like you would in class. There are a variety of ways you can encourage participation from discussions to posting lectures, to assigning reading material, to monitoring progress.



Tips to engage distance education and online learners

Based on a 19 item Online Social Presence Questionnaire (OSPQ) given to college students in two different online learning courses, a series of exploratory and confirmatory factor analyses consistently revealed five factors representing facets of social presence in online learning environments (Five facets of social presence in online distance education - *ScienceDirect*):

1. **social respect** (e.g. receiving timely responses)--create an environment where your students feel respected. Allow them to engage in the course by allowing them to respond in the course and on response boards.
2. **social sharing**-- create safe spaces where students can share information or express beliefs.
3. **open mind**--make sure that you express agreement or give positive feedback. This makes your students feel seen and heard, which is important to help create class engagement.
4. **social identity**--when involved in class discussions, make sure that you address your students by name.
5. **intimacy**--periodically, allow your students to share their personal experiences and be open to feedback.



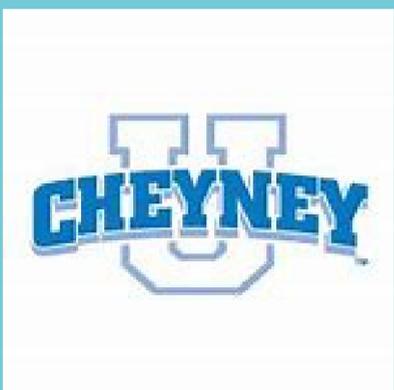
Faculty can receive training and assistance to teach distance learning courses

The Center for Instructional Design and Teaching Innovation provides an array of services and activities to support faculty development at Cheyney University.

- The Center organizes workshops and programs throughout the course of the year to enhance faculty skills to support innovations in teaching and to specifically meet the needs of the students we serve.
- Faculty professional development provides essential skills to enable synergy across learning communities, to meet the needs of at-risk students, and to support learning amidst Cheyney's unique diversity of student needs.

The Center provides a variety of technology integration and support services to the Cheyney community, including:

- Instructional design training and support to faculty who are interested in developing online and hybrid courses
- Assistance with University-wide planning, development, and adoption of instructional technology
- Identifying and communicating best practices regarding the application of technology to enhance teaching and learning.



Faculty can receive training and assistance to teach distance learning courses

(continued)

- Designing, developing and producing print-based and digital guides and tutorials to assist faculty and students in performing a variety of technology-related tasks
- Conducting workshops and one-on-one consultations on leading productivity applications and the University's learning management system
- Evaluating emerging technologies that have potential value for teaching and learning

Distance education platform and learning tools

Brightspace Desire to Learn (D2L) — The learning management system used to deliver online, hybrid and web-enhanced courses at Cheyney University. Workshops offering step-by-step instructions are offered throughout the year in both fall and spring semesters.

Electronic textbooks — E-texts have been the standard method for providing students access to their textbooks since the fall of 2017. Workshops are offered in the fall and spring to assist faculty and students in getting the most out of the e-textbook experience.



Cheyney Faculty Training and Support for Distance Learning and Online Education

In the spring of 2020, as the world pivoted to respond to the Covid-19 virus, Cheyney required all faculty to participate in mandatory training to quickly ramp up their D2L skills for remote teaching. The training was an abbreviated version of the Teaching Online at Cheyney University workshop series and included training in Zoom, a video conferencing program.

- Sessions were conducted in the face-to-face modality and were offered in both morning and afternoon time slots to provide faculty a choice in when they could participate.
- All faculty who completed the training received “Temporary Emergency Certification” with the understanding that they would have to participate in a full certification program that would be offered starting in the Summer of 2020 and run throughout the next year.

During the summer of 2020 the provost established the Distance Education Committee (DEC) to address issues related to Distance Education at the University.



The DEC immediately established an Online Teaching policy requiring that the “Teaching Online at Cheyney University” certification course be updated to not only cover the mechanics of the LMS, but to include an in-depth discussion of the Quality Matters standards. Deliverables for the course were changed. Under the new system, faculty were required to deliver a course that demonstrated proficiency in using the LMS AND aligned with the Quality Matters standards. The new certification program was called the “Online Instructor Certification Course” (OICC). The OICC is a self-paced asynchronous online course that focuses on designing courses according to the Quality Matters standards.

The OICC is performance-based requiring faculty to demonstrate proficiency in the LMS as well as in aligning their courses according to Quality Matters. Faculty complete the course at their own pace over a 3-week period. All faculty regardless of their prior certification status, are required to be recertified under the new program. The course runs multiple times each semester. To date 40 or 87% of our faculty have been certified under the new program. The names of all certified faculty are sent to the Provost and the Registrar and copies of certificates are placed in their personnel record.

Cheyney University Distance Education Courses

Graphic Design

Learning GRD 110 Internet Literacy (I)X

Hotel, Restaurant and Tourism Management

HRM 111 Intro to Service Management

HRM 223 Travel & Tourism

HRM 310 Management Hotel Operations

HRM 359 Event Convention & Menu Planning

HRM 421 Hospitality Gaming and Management

Political Science

RPO 101 Introduction to Political Science

RPO 102 Introduction World Politics

RPO 111 U. S. Government



Cheyney University Distance Education Courses (continued)

Natural and Applied Sciences

SPH100 Physical Science

SES201 Introduction to Climate Science



Cheyney University Online Learning

General Education

HEN 112 English I

HEN 113 English II

EDU 110 Introductory Interpretation and Analysis

HPH 110 Critical Thinking

AAS 210 African American Experience in a Global Context

REC 111 Health and Wellness

English

HEN 313 English Literature I

HEN 314 English Literature II

HEN 315 American Literature I

HEN 316 American Literature II

HEN 320 Folk and Fairy Tales



Cheyney University Online Learning (continued)

English Courses (continued)

HEN 321 Shakespeare

HEN 350 Women in Literature

HEN 419 Modern Fiction

HEN 426 Major African Authors

HEN 430 African American Literature I

HEN 431 African American Literature II

Fine Arts

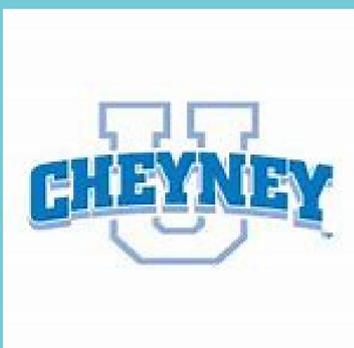
HAR 111 Elements of Art (W)

HAR 205 Egyptian Art

HMU112 Survey of Music

HMU302 History of African American Music

HMU321 History of Spirituals and Gospel Music



Cheyney University Online Courses (continued)

Hotel, Restaurant and Tourism Management

HRM 111 Intro to Service Management

HRM 223 Travel & Tourism

HRM 310 Management Hotel Operations

HRM 359 Event Convention & Menu Planning

HRM 421 Hospitality Gaming and Management

Psychology

RPS 211 Introduction to Psychology

RPS 410 Experimental Psychology

RPS 411 Advanced Experimental



Cheyney University Online Courses (continued)

Natural and Applied Sciences

SCH111 General Chemistry I

SCH112 General Chemistry II

SPH100 Physical Science

SES201 Introduction to Climate Science



Earning Cheyney University credits online

Through online learning and distance education, you can take regular Cheyney courses, study with university faculty, and earn credits from anywhere with an internet connection.

Most online courses are delivered via the web-based learning system D2L. Students can complete their assignments within a scheduled time frame, but some courses may offer the option of getting a head start on your classwork.

Generally, students interact with the instructor and other students via email, discussion boards, interactive chat rooms, video conferences, and/or phone. (Read more about selecting online courses www.cheyney.edu.)

The grades and credits you earn will be recorded on an official Cheyney transcript and are generally transferable toward a degree at Cheyney or elsewhere—but always check with your school or institution.

For additional Cheyney online offerings, including webinars, and certificate programs, see Approved Distance Learning - Cheyney University of Pennsylvania.



Distance Education Training Opportunities Fall 2021

Faculty: **Online Instructor Certification Course**

January 4 – 29th

Asynchronous online, self-paced

Faculty: **Respondus Lockdown Browser**

January 6 @ 1 pm

Online via Zoom

Faculty: **Respondus Lockdown Browser**

January 7 @ 2 pm

Online via Zoom

Faculty: **Respondus Lockdown Browser**

January 12 @ 3 pm

Online via Zoom

Faculty: **Respondus Lockdown Browser**

January 14 @ 2 pm

Online Via Zoom

Students: **Getting Started with D2L for Students**

January 25 & 26 @ 10 -11:30 am

Online via Zoom

More information is available at the Center for Instructional
Design and Teaching Innovation - Cheyney University of
Pennsylvania



Faculty Video Tutorials (Desire 2 Learn) Online course development

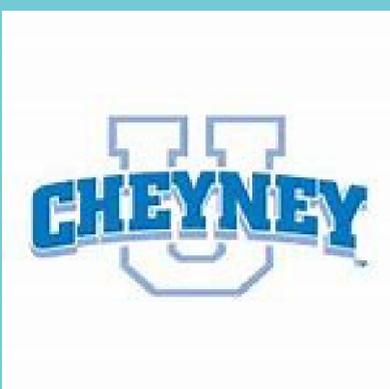
To assist with the design and development of online courses, Cheyney provides the expertise of our Instructional Design and Innovation as a resource for our faculty. Support includes:

- Re-conceptualizing face-to-face courses for online or hybrid delivery
- Developing appropriate technology-based formative and summative assessments
- Planning, cooperative, collaborative assignments and activities
- Choosing appropriate educational technologies and developing online course materials to enhance teaching and learning
- Revising and redesigning the existing online course
- Testing a course site for usability and functionality
- Suggestions based on current research in educational technology and online learning.

Contact the Center

For workshops, consultations and support, please contact Linda Brawner at **Lbrawner@Cheyney.Edu**, call 610-399-2588 or visit the center located on the lower level of Leslie Pinckney Hill Library.

Dr. Chris Barnes serves as faculty coordinator and he may be reached at **Cbarnes@Cheyney.Edu**



Distance Education Opportunities Spring 2022

To be announced



Appendix A

Cheyney University of Pennsylvania

1837 University Circle
Cheyney, PA 19319-0200
610-399-2656
www.cheyney.edu

UNDERGRADUATE POLICY: Teaching Online Courses

A. Purpose & Scope

To describe the requirements to qualify faculty for teaching online undergraduate courses

B. Definition(s)

LMS – Learning Management System

C. Policy

Any faculty member who will be teaching an online undergraduate course for the first time at Cheyney University must successfully complete the PASSHE/Cheyney University comprehensive online course prior to the first day of scheduled instruction for the semester or term of the online teaching. The course; “Teaching Online Certification”, is designed around the Quality Matters rubric and covers learning objectives, assessment and measurement, instructional materials, learner interaction and engagement, and course technology.



Appendix (continued)

A. Procedure(s)

1. When a department proposes to assign a regular or temporary faculty member to teach an online undergraduate course for the first time, the Department Chair will notify the Registrar and the Learning Management System Administrator in the Teaching and Learning Center.
2. Faculty will be enrolled in the approved training by the Learning Management System Administrator in the Teaching and Learning Center.
3. When a faculty member successfully completes the training, the Teaching and Learning Center will provide verification to the Registrar.
4. Faculty will only be permitted to teach an online course if they have successfully completed the appropriate training or received an exception as stated in Section C above.
5. The Registrar's Office will maintain the official list of faculty who are certified for teaching for teaching online courses.

