

From: [Bronson, Denise](#)
To: [Vankeerbergen, Bernadette](#); [Cole, Cathy](#)
Cc: [Lam, Pok-Sang](#); [Haddad, Deborah](#); [Babcock, Jennie](#)
Subject: RE: Social Work 1120, 1130, 1140, 3597
Date: Friday, December 18, 2015 3:34:12 PM
Attachments: [image001.png](#)

Hello Bernadette and Professor Lam,

I have been asked to respond to your email as the Academic Associate Dean for our college. We have successfully taught these courses as face-to-face and online options for several years and we work hard to insure that students master the competencies and objectives of the courses in both teaching formats. I think it might be helpful for the committee to actually view the online versions of the courses to see that they are extremely well developed, engaging, and provide a solid learning environment. We would be happy to provide a demonstration.

In the meantime, let me address each of the points in your email.

- Distance learning syllabi need clear information about content of lectures (and distinguish between lectures and on-line discussion). E.g., online syllabus for SW 1130 does not even mention lectures as a method of instruction. It would seem that the students are just supposed to read the book. (This is probably not the case but the syllabus does not make this clear.) For SW 1120, 1130, 1140, and 3597, the lecture part is not sufficiently explained. *Each of the courses includes a variety of online instruction methods consisting of lectures, interactive discussions, readings, and videos. By using multiple tools we engage students in their learning across several formats. Reading materials are supplemented by relevant videos, opportunities to discuss the content, lectures that expand upon the readings, and case examples. Student SEI's for these courses indicate that student like the course structure, instruction, and learning opportunities.*
- How are exams handled? Do students go to a testing center? Are exams open book? If closed book, how are exams proctored? E.g., SW 3597: Course has exams, but syllabus does not provide information about how exams are taken. This is especially concerning since SW 3597 has exams with multiple choice and true-false questions. *Students complete the quizzes and exams in Carmen in a timed format that doesn't allow for time to look up the answers. Technically, the exams are "open book" but students must know the content in order to complete the exam in the allotted time period. Carmen closes access to the exam when the time limit is exceeded. Papers and other assignments are submitted via the Carmen Dropbox. We use this method in many of our face-to-face courses as well.*
- SW 1120: There are differences in the weighing of grades (for the assignments) between the in-class and the on-line syllabi. This is especially the case for the mini-assignments (30% for in-class version with some mini-assignments being 10 or 100 points vs. 60 points for Distance Learning version with all mini-assignments being an equal 15 points). *The grading format of the online courses differs slightly from the face-to-face version of the course in order to accommodate the required contributions to the discussion forum. In the classroom, student participation can be encouraged through how discussions are managed.*

Online, contributions to discussions are required to keep the students engaged in sharing information and ideas. The learning outcomes remain the same for both the face-to-face and online versions of the courses.

I hope this addresses the concerns of the committee. We devote a great deal of time and resources to developing and offering some of the best online courses at the university. We work closely with ODEE, have two in-house educational designers, and carefully evaluate our online offerings. Cory Tressler and Ben Scragg from ODEE reviewed and approved our online 1130 course for the College Credit Plus and student feedback on these courses has been positive. Offering both the online and face-to-face formats for these courses allows students to pick the learning environment that works best for them. The important thing is that students leave the course having acquired the knowledge and skills required for that course regardless of whether the learning format is online or face-to-face.

Let me know if you have further questions or if you would like us to provide a demonstration of our courses. We are very proud of the online courses we have developed and are happy to share.

Best,
Denise Bronson



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From: Vankeerbergen, Bernadette
Sent: Tuesday, December 15, 2015 12:29 PM
To: Cole, Cathy
Cc: Lam, Pok-Sang; Haddad, Deborah; Babcock, Jennie; Bronson, Denise
Subject: Social Work 1120, 1130, 1140, 3597

Cathy,

Yesterday, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee reconsidered proposals for distance learning offerings of Social Work 1120 (with GE Social Science—Human, Natural, and Economic Resources), 1130 (with GE Social Science—Individuals and Groups), 1140 (with GE Diversity—Social Diversity in the U.S), and 3597 (with GE Cross-Disciplinary Seminar).

The faculty Panel decided to not vote on those proposals. Please find below the feedback of the Panel:

- Distance learning syllabi need clear information about content of lectures (and distinguish between lectures and on-line discussion). E.g., online syllabus for SW 1130 does not even mention lectures as a method of instruction. It would seem that the students are just

supposed to read the book. (This is probably not the case but the syllabus does not make this clear.) For SW 1120, 1130, 1140, and 3597, the lecture part is not sufficiently explained.

- How are exams handled? Do students go to a testing center? Are exams open book? If closed book, how are exams proctored? E.g., SW 3597: Course has exams, but syllabus does not provide information about how exams are taken. This is especially concerning since SW 3597 has exams with multiple choice and true-false questions.
- SW 1120: There are differences in the weighing of grades (for the assignments) between the in-class and the on-line syllabi. This is especially the case for the mini-assignments (30% for in-class version with some mini-assignments being 10 or 100 points vs. 60 points for Distance Learning version with all mini-assignments being an equal 15 points).

I will return the courses so that the College of Social Work can address the points above.

The faculty Chair of the SBS Panel is Professor Pok-sang Lam (cc'd here). Should you have any questions about the vote of the Panel, please feel free to contact him.

Regards,
Bernadette

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