

## Harper College Graduate Equivalency Course (GEC) Syllabus

Teaching Online Successfully – Create

1 GEC

Online, Spring 2018

January 29 – February 11, 2018

### Faculty Information

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TBD

### Course Information

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#### Course Description and Course Goals:

This two-week, online course prepares and supports faculty who are developing an online or blended course in Blackboard for the first time, and any faculty who have an interest in exploring best practices in online and blended course creation. Faculty will learn about critical components of quality course design, receive an introduction to the OSCQR rubric used at Harper for evaluating online and blended course quality, modify an existing course syllabus for use in an online or blended format, and build one complete course module and orientation module inside a provided model course shell in Blackboard.

#### Learning Outcomes:

1. Identify the critical components of quality online and blended course design.
2. Modify an existing course syllabus and schedule for use in an online or blended format.
3. Create a course learning module inside a provided model course shell in Blackboard.
4. Build a course orientation module inside of a provided model course shell in Blackboard.
5. Describe the purpose of the Open SUNY Course Quality Review (OSCQR) rubric in evaluating the design quality of online and blended courses.

#### Course Outline:

1. Planning Our Courses
2. Building Our Courses
3. Introduction to the Open SUNY Course Quality Review (OSCQR) Rubric

#### Required Text:

All required resources are posted inside of the Blackboard course shell.

#### Required Materials:

- Access to a computer with the [Google Chrome browser](#), version 54+ or the [Firefox browser](#), version 49+. These will be required to fully utilize the Blackboard Collaborate Ultra tool, which you will be using to record a Course Walkthrough in Week 2. To find out what your browser version is, click on the browser menu icon in the upper right corner of the browser. Click on Help, then click on About Google Chrome (or About Firefox). This will display your browser version, as well as a prompt to update if updates are available. Contact the Help Desk at x4357

(on campus) or 847-925-6199 (off campus) if you have questions or need help installing/updating one of these browsers.

### Recommended Materials:

- A headset with a microphone, or a computer with speakers and a microphone to assist in recording narration for your Course Walkthrough in Week 2. If you do not have these materials, a cell phone or land line phone can be used to record the audio.

## Participant Expectations and Requirements

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### Expectations of the Participant Role:

As this course is only two weeks long, you are expected to work through the content in a timely manner. This course earns 1 GEC, so participants can expect to spend 30 hours on this course over the 2 weeks; this includes reviewing the materials provided, completing the assignments, and reviewing and commenting on the work of your peers. All materials and assignments for the entire course will be accessible on Day 1, so you are encouraged to work ahead if that fits your schedule. If you run into difficulties completing the assignments on time, please contact me as soon as possible so that we can come to a solution quickly.

### Expectations of Facilitator Role:

I will be active in this course in Blackboard regularly during the week and at least once on Sunday mornings/early afternoons. Expect to see me posting in the discussion boards regularly, and posting grades no more than 3 days after the due date for each assignment. I commit to responding to your email and voicemail messages within 48 hours. Always feel free to post questions to the “Questions Asked and Answered” discussion forum where fellow participants can also be of assistance.

## Course Requirements and Assignments

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### Prerequisites:

There are no prerequisite courses; however, it is necessary for you to have the following Blackboard skills to ensure your success in this course.

You must be able to:

1. Log into Blackboard at <https://harper.blackboard.com/>
2. Add Content to a Course
3. Post an Announcement to a Course
4. Add an Assignment to a Course
5. Add a Discussion Board to a Course
6. Build a Basic Gradebook
7. Make a Course Available for Students

If you need assistance with any of these skills, you can use any of the following Academy for Teaching Excellence resources to learn and practice them before taking this course:

1. Review [Blackboard tutorial videos](#) that cover these skills.

2. Contact Faculty Blackboard Support within the Academy for Teaching Excellence at [bbtechsupport@harpercollege.edu](mailto:bbtechsupport@harpercollege.edu) to request a one-on-one training session with a member of the Academy.

#### Assignments:

There are a variety of assignments that you will complete to evidence your achievement of the learning outcomes in this course.

1. **Blackboard Readiness Quiz** – To be successful in this course, you should possess the basic Blackboard skills outlined in the perquisites. After reviewing any needed Blackboard tutorials or scheduling time with Blackboard Tech Support, you will demonstrate your Blackboard readiness with a short quiz. There is no time limit, and you will have unlimited attempts to take the quiz.
2. **Statement of Understanding Assignment** – In this course, you will be planning and developing materials for a proposed distance (online or blended) course. You will use the Statement of Understanding assignment to acknowledge the requirements of this GEC course and provide your instructor with high-level information about your proposed distance course you will be working on.
3. **Discussions Boards** – There are three required discussion boards in this course: Getting to Know You, Sharing our Planning Documents, and Sharing Our Courses. To receive credit, post your original thread and your minimum of one peer reply by the due dates indicated in the course schedule. Please be sure to participate in a collegiate manner.
4. **Course Planning: Course Design Matrix, Syllabus, and Schedule** – In Week 1, you will be “laying the groundwork” for the building of your course. You will document your design ideas for an Orientation Module and one Learning Module in a course design matrix. You will then create a draft of a course syllabus and schedule, using the matrix as a guide. A template for the matrix, syllabus, and schedule will be provided and their use is encouraged, but not required. To receive credit, the matrix, syllabus, and schedule must be shared with your instructor and fellow classmates in the Sharing Our Planning Documents Discussion Board in Week 1.
5. **Course Building: Orientation and Learning Module Construction and Video Walkthrough** – In Week 2, you will create materials inside a provided “sandbox” Blackboard shell for your proposed distance course. Specifically, you will create an Orientation Module and one Learning Module. You will then record an on-screen walkthrough of your modules using Blackboard Collaborate Ultra. To receive credit, a link to the walkthrough video must be shared with your instructor and fellow classmates in the Sharing Our Courses Discussion Board in Week 2.
6. **EXTRA CREDIT: OSCQR Self-Review and Discussion Board Post** – Interested faculty can review their course against a minimum of 12 standards in the OSCQR rubric (select at least 2 standards from each of the 6 domains in the rubric). To receive credit, the partially-completed rubric must be shared with your instructor and fellow classmates in the Sharing Our OSCQR Reviews discussion board.

## Methods of Evaluation

### Graded Assignments:

Assignment	Points
1. Blackboard Readiness Quiz	3 points
2. Statement of Understanding Assignment	2 points
3. Discussion Boards <ul style="list-style-type: none"> <li>• Getting to Know You (2 points)</li> <li>• Sharing Our Planning Documents (4 points)</li> <li>• Sharing Our Courses (4 points)</li> </ul>	10 points
4. Course Planning: <ul style="list-style-type: none"> <li>• Course Design Matrix (5 points)</li> <li>• Course Syllabus (8 points)</li> <li>• Course Schedule (2 points)</li> </ul>	15 points
5. Course Building: <ul style="list-style-type: none"> <li>• Orientation Module (6 points)</li> <li>• Learning Module (10 points)</li> <li>• Video Walkthrough (4 points)</li> </ul>	20 points
6. EXTRA CREDIT: OSCQR Self-Review and Discussion Board Post (5 points)	
<b>Total Points</b>	<b>50 Points</b>

**Important Note:** A minimum of **40 points** must be earned to successfully complete this course.

## Policies

### Participants with Disabilities and Academic Accommodations:

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to [www.harpercollege.edu/ads](http://www.harpercollege.edu/ads) and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. ADS contact information: 847.925.6266, [ads@harpercollege.edu](mailto:ads@harpercollege.edu), Building I, Room 103.

### Equal Opportunity Statement:

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service

### Withdrawal Policy:

The last day to unenroll from this course is Monday, February 5. You must notify both the instructor, and Katie Michelau - [kmichela@harpercollege.edu](mailto:kmichela@harpercollege.edu), if you wish to unenroll. After Monday, February 5, if you do not successfully complete the course, you will receive a "WV" (Withdrawal) on your transcript,

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and no credit will be awarded.

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## Course Schedule

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
<b>Week 1</b> Orientation	<ul style="list-style-type: none"> <li>Course Orientation</li> </ul>	<ul style="list-style-type: none"> <li>Read/watch course welcome message and video</li> <li>Review course syllabus and schedule</li> <li>Explore course layout and materials</li> <li>Explore provided TOS Sandbox shell</li> <li>Activate your Harper College Magna Publications account</li> </ul>	<b>All due Sunday @ 11:59 p.m.</b> <ol style="list-style-type: none"> <li>Complete Blackboard Readiness Quiz</li> <li>Submit Statement of Understanding Assignment</li> <li>Post in the Getting to Know You Discussion Board (1 original post + 1 reply to peer)</li> </ol>
<b>Week 1</b> Planning Our Courses	<ul style="list-style-type: none"> <li>Identify the critical components of quality online and blended course design.</li> <li>Modify an existing course syllabus and schedule for use in an online or blended format.</li> </ul>	<ul style="list-style-type: none"> <li>Watch module orientation video</li> <li>Read Magna Pub article about moving from face to face to online instruction</li> <li>Review online course design matrix example and video walkthrough</li> <li>Review example syllabi/schedules</li> <li>Optional: Review selected resources for “digging deeper” into online course design</li> </ul>	<b>All due Sunday @ 11:59 p.m.</b> <ol style="list-style-type: none"> <li>Complete Course Design Matrix</li> <li>Complete a Course Syllabus</li> <li>Complete a Course Schedule</li> <li>Post in the Sharing Our Planning Documents discussion board (1 original post with matrix, syllabus and schedule attached + 1 reply to peer)</li> </ol>
<b>Week 2</b> Building Our Courses & Introduction to OSCQR	<ul style="list-style-type: none"> <li>Create a course learning module inside a provided model course shell in Blackboard.</li> <li>Build a course orientation module inside of a provided model course shell in Blackboard.</li> <li>Describe the purpose of the Open SUNY Course Quality</li> </ul>	<ul style="list-style-type: none"> <li>Watch module orientation video</li> <li>Watch Blackboard Collaborate Ultra/Course Walkthrough Example</li> <li>Review Blackboard Collaborate Ultra screencasting tutorial</li> <li>Get introduced to the OSCQR rubric</li> <li>Optional: Review selected resources for “digging deeper” into online course design</li> </ul>	<b>All due Sunday @ 11:59 p.m.</b> <ol style="list-style-type: none"> <li>Complete Orientation Module in TOS Sandbox in Blackboard</li> <li>Complete one Learning Module in TOS Sandbox in Blackboard</li> <li>Record course walkthrough of TOS Sandbox using Blackboard Collaborate Ultra</li> <li>Post in the Sharing our Courses discussion board (1 original post with</li> </ol>

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
	<p>Review (OSCQR) rubric in evaluating the design quality of online and blended courses.</p>		<p>link to Course Walkthrough recording included + 1 reply to peer)</p> <p>5. Extra Credit: Complete a review of your new course using the blank OSCQR rubric. Review at least 2 standards in each of the 6 sections = 12 standards. Post your review in the Sharing Our OSCQR Rubrics discussion board.</p>