

Harper College Graduate Equivalency Course (GEC) Syllabus

Teaching Online Successfully – Create

1 GEC

Online

Faculty Information

TBD

Course Information

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. Principles of Quality Online Course Design
2. Introduction to the Open SUNY Course Quality Review (OSCQR) Rubric
3. Building a Course Orientation Module
4. Building a Learning Module

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 orientation video 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 orientation video in Week 2 if you choose to complete it without the assistance of an instructional designer. 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

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

Prerequisites:

You must have instructor access to a course shell in Blackboard. You will be provided instructor access to your own Sandbox course in Blackboard at the start of this class. I will also have access to your Sandbox course for the duration of TOS: Create; after that I will be removed. You are encouraged to use the sandbox to complete the Course Building assignments, but you are also welcome to use another Blackboard shell in which you have instructor access. If you are using another course shell, you must provide me with the correct course information in the Statement of Understanding assignment so that I can request access from Blackboard Tech Support to be added to your course for the duration of TOS: Create.

Assignments:

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

1. **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 course and provide me with information about your proposed distance course you will be working on.

2. **Discussions Boards** – There are three required discussion boards in this course: Getting to Know You, Week 1, and Week 2. 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.

3. **Course Building: Course Syllabus and Orientation Module** – In Week 1, you will create a course syllabus (including a schedule for 2 modules) and an orientation module in your provided “sandbox” Blackboard shell for your proposed distance course. You will share your syllabus and a brief description of your course orientation with your classmates in the Week 1 Discussion Board.

4. **Course Building: Learning Module and Course Orientation Video** – In Week 2, you will create one Learning Module in your provided sandbox. You will then write a short script for an orientation video for your course and schedule a session with an instructional designer using the Orientation Video Recording Sign-Up Sheet to record your video with Blackboard Collaborate Ultra. Alternatively, you can follow the video tutorial provided in the course to complete the recording on your own. You will place the link to your video in your course shell and share a link with your classmates in the Week 2 Discussion Board.

Methods of Evaluation

Graded Assignments:

Assignment	Points
1. Statement of Understanding	2 points
2. Discussion Boards: <ul style="list-style-type: none"> • Getting to Know You (2 points) • Week 1: Sharing Our Syllabi (3 points) • Week 2: Sharing Our Orientation Videos (3 points) 	8 points
3. Course Building: <ul style="list-style-type: none"> • Course Syllabus (10 points) • Orientation Module (10 points) • Learning Module (10 points) • Course Orientation Video & Script (10 points) 	40 points
Total Points	50 Points

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 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, 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 seven calendar days from the first day of class. You must notify both the instructor and (kmichela@harpercollege.edu), if you wish to unenroll. **After seven days, if you do not successfully complete the course, you will receive a "WV" (Withdrawal) on your transcript, and no credit will be awarded.**

Course Schedule

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
<p>Orientation Welcome to Our Course</p>	<ul style="list-style-type: none"> Course Orientation 	<ul style="list-style-type: none"> Read a welcome message from your instructor View a welcome video from your instructor Review course syllabus and schedule Explore your TOS sandbox course shell Explore our course Blackboard shell 	<p>All due Tuesday @ 11:59 p.m.</p> <ol style="list-style-type: none"> Submit Statement of Understanding Assignment Post in the Getting to Know You Discussion Board (1 original post + 1 reply to peer)
<p>Week 1 Create a Syllabus and Orientation Module</p>	<ul style="list-style-type: none"> Identify the critical components of quality online and blended course design. Modify an existing course syllabus and schedule for use in an online or blended format. Build a course orientation module inside of a provided model course shell in Blackboard. Describe the purpose of the Open SUNY Course Quality Review (OSCQR) rubric in evaluating the design quality of online and blended courses. 	<ul style="list-style-type: none"> Watch a video introduction to OSCQR and quality online course design at Review the Harper OSCQR Rubric and related resources Prepare for developing your syllabus by reviewing resources and examples Prepare for building your orientation module by watching a how-to video 	<p>All due Sunday @ 11:59 p.m.</p> <ol style="list-style-type: none"> Create a syllabus for your online or blended course Build an orientation module in your online or blended course Post in the Week 1 Discussion Board: Sharing Our Syllabi (1 original post with matrix, syllabus, and schedule attached + 1 reply to peer)

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
<p>Week 2 Create a Learning Module and Course Orientation Video</p>	<ul style="list-style-type: none"> • Identify the critical components of quality online and blended course design. • Create a course learning module inside a provided model course shell in Blackboard. • Describe the purpose of the Open SUNY Course Quality Review (OSCQR) rubric in evaluating the design quality of online and blended courses. 	<ul style="list-style-type: none"> • Prepare for building your learning module by watching a how-to video • Prepare for recording your orientation video by watching a how-to video • Prepare for recording your orientation video by writing a short script • Sign up to recording your orientation video with an instructional designer using the Orientation Video Recording Sign-Up Sheet (optional) 	<p>All due Monday @ 11:59 p.m.</p> <ol style="list-style-type: none"> 1. Build a learning module in your online or blended course 2. Write a script and record your course orientation video 3. Post in the Week 2 discussion board: Sharing Our Course Orientation Videos (1 original post with link to orientation video and script attached + 1 reply to peer 4. Take a course survey