

Appendix D: Online Instructor Certification Course Syllabus

Course Outline

Teaching Online: The Fundamentals

SECTION ONE - Course Specific Information

This course is equivalent to a one unit course for approximately 16 instructional hours and 32 hours of homework for a total of 48 hours. It is recommended that this course be taught in 6-8 weeks as an online course. This will require participants to spend between 6-8 hours weekly to complete the course.

This course is the first of three courses for Mission College faculty to complete to obtain competency to teach an online class. This course is also applicable for PG&D credit, flex hours, or institutional requirements.

The course will be developed as an online course, but could be offered in a hybrid format if desired.

The optimal class size is between 8-30 students.

This class will be Pass/No Pass

Course Description

In this introductory course students will learn how to use distance learning technology to conduct an online course including file organization, repositories, assessments, gradebooks, blogs, discussion forums, and synchronous learning tools. Students will also review course design principles for online development and how the online environment creates opportunities and challenges for learning. Students will identify a course that they currently teach that will be used throughout this course and the next two courses for the development of online components. Students will review current distance learning guidelines at Mission College including guidelines on regular effective contact, the approval process for distance learning courses, the distance learning addendum, and the Guidelines for Distance Learning Faculty. Federal and state guidelines for distance learning and accreditation as it relates to distance learning will also be reviewed.

Course Advisory

The prerequisite for the course are basic computer literacy skills that include the following:

1. Know how to use a mouse
2. Know how to send and receive e-mail
3. Can upload an attachment to an e-mail
4. Can download an attachment from an e-mail and print the document
5. Can independently log into web advisor and Angel from directions provided in an e-mail
6. Can conduct a basic Google search to locate a topic on the internet and connect to the topic on the internet.
7. Has basic file management skills including the following:
 1. Create a file (in Word, PowerPoint, or excel)
 2. Save the file onto a specified location on the computer

3. Retrieve the file to add or make changes to the file
4. Can browse for a file to upload the file to a server
8. Experience using a course management system is advised but not required.

Faculty taking this course should have a course that they are currently teaching face-to-face or have access to a face-to-face course by working with someone in their department. If faculty are currently teaching a distance learning class, they may also use this course for class projects. For those faculty who do not have a course, please contact the instructor of this course to discuss options for completing the assignments in this course.

Instructional Methodology

Audio/Visual

Demonstrations

Guided Discussions

Web/based Activities

Presentations

Hands-on Activities

Peer review and feedback

Case Studies

SECTION TWO – Course Content

Course Content and Scope

Student Course Objectives

Upon completion of the course the student should be able to

1. Use the major components of a course management system to complete and create an assessment, discussion forum, blog, and gradebook.
2. Identify best practice strategies for online course design.
3. Develop strategies for infusing Mission College Distance Learning Guidelines into online courses.
4. Identify elements of a face-to-face course that will be revised for the online environment.
5. Identify strategies for improving student success and retention in the online environment.

1. The Course Management System

- a. Gradebook
- b. Assessments
- c. Communications
 - i. Synchronous
 - ii. Asynchronous

- iii. Blogs
 - iv. Discussion Forums
 - d. File management
 - i. Repositories
 - ii. Media Servers
 - iii. Online Resources
 - iv. Reusable objects
 - v. Reducing file size for easy access and compact storage
- 2. Distance Learning Guidelines at Mission
 - a. Regular Effective Contact
 - b. Guidelines for Distance Learning Faculty
 - c. Course outlines, distance learning addendums, and student learning outcomes
 - d. Federal and state policies related to distance learning and accreditation
- 3. Learning in the 21st Century
 - a. Learning Styles
 - b. Motivation
 - c. Chunking information
 - d. Shifting roles for students and faculty
- 4. Structuring online courses
 - a. The course syllabus
 - b. Netiquette
 - c. Responding to questions and creating an FAQ
 - d. Setting course standards and policies
 - e. Improving retention and success in online courses

1. Cultural Pluralism/Diversity

Students will be encouraged to express their opinions, views, and beliefs in the online environment and will identify strategies on how to do this with students in online classes.

1. Student Preparation and Evaluation

1. Textbooks

Robin M. Smith. Conquering the Content: A Step-by Step Guide to Online Course Design. Jossey-Bass, 2008.

2. Writing/Skill building

For example:

Write a course syllabus for the online environment that set course policies for posting to a discussion forum, submitting assignments, academic integrity, and online attendance.

3. Outside Assignments

For example:

Find examples on the web of relevant video, blogs, articles, or other items that relate to a topic in your course. Share this information with your classmates and how you would incorporate this content into your class.

4. Critical Thinking Assignments

For example:

Develop an outline for an online lecture using cognitive scaffolding, chunking, or strategies from the Mission College Guidelines for Online Faculty. Explain why you selected a particular strategy.

5. Student Evaluation

Student evaluations are based on completing assigned distance learning projects, participation in online activities, and the development of online resources for their course.

SECTION THREE - Course Support

1. Rationale for Course/Needs Assessment

In March of 2011, the Mission College Academic Senate approved the Guidelines for Online Faculty. In these guidelines, it was recommended that faculty complete a 3 unit course of approximately 48 hours prior to teaching an online course. Many faculty have expressed interest in having such a course available at Mission. This enables Mission faculty learn best practices in distance learning instruction, become familiar with the procedures and processes for offering a distance learning course at Mission, and understand their responsibilities as a distance learning instructor as it relates to federal and state mandates and accreditation guidelines.

Discipline Area

Education, M.A. Instructional Technology with prior experience teaching and taking a distance learning course using a course management system

OR

Education, M.S. Online Teaching and Learning

OR

Evidence of extensive experience and knowledge of online teaching and learning, best practices in online instruction, and the effective use of course management systems

2. Resources Needed or Anticipated

Use of a computer and appropriate software including a course management system

3. Plan for Evaluation of Course

Program Review for distance learning and instructional technology and evaluation of course by the participants and instructors of the course.

SECTION FOUR – Transferability and Classification

1. Request for Transferability

This course should meet any requirements that the district and union may establish to ensure competency in teaching online courses. Additionally, this course should provide participants with PG&D credit and or be included for full-time faculty institutional responsibilities.

Course Outline
Online Course Design and Development

SECTION ONE - Course Specific Information

This course is equivalent to a one unit course for approximately 16 instructional hours and 32 hours of homework for a total of 48 hours. It is recommended that this course be taught in 6-8 weeks as an online course and be taken by participants **after they have completed the Online Fundamentals** class. This course is the second of three courses for Mission College faculty to complete to obtain competency to teach an online class. This course is applicable for PG&D credit, flex hours, or institutional required hours.

The course will be developed as an online course, but could be offered in a blended or hybrid format if desired.

The optimal class size is between 8-30 students.

This class will be Pass/No Pass

Course Description

This is the second course for students new to the distance learning teaching environment. This course reviews learning theory as it is applied to online course design and development including learner characteristics, content types, and instructional models. Specific issues related to the online environment such as authentication, academic integrity, online attendance, and accessibility will be reviewed including best practices and current issues related to these topics. Students will explore web 2.0 tools to determine how best to use these tools for online courses. Students will apply learning theory principles and best practices to create an outline for a course and create specific content items for one module.

Content Review

Course Advisory: Complete Online Course Fundamentals or equivalent
Faculty taking this course should have a course that they are currently teaching face-to-face or have access to a face-to-face course by working with someone in their department. If faculty are currently teaching a distance learning class, they may also use this course for class projects.

Instructional Methodology

Audio/Visual

Demonstrations

Guided Discussions

Web/based Activities

Presentations

Hands-on Activities

SECTION TWO – Course Content

1. Course Content and Scope

2. Student Course Objectives

Upon completion of the course the student should be able to

1. Create an outline of the major “chunks” or content items to be covered in the course.
2. Use instructional design principles to create a minimum of two online content items for their course.
3. Identify strategies for online challenges to ensure academic integrity.
4. Apply accessibility and universal course design to content elements.
5. Identify at least two web 2.0 (social networking tools) and how these tools can be used to enhance instruction and learning.

3. Outline of Topics to be Addressed

1. Learning theory for online course development
 - a. The Learner
 - i. Characteristics
 - ii. Adult Learners
 - iii. Inventories
 - iv. Learning Styles
 - b. The Content
 - i. Content types
 - ii. Bloom’s taxonomy
 - iii. Objectives
 - c. Instructional Design Models and
 - i. ADDIE
 - ii. ARCS
 - iii. Events of instruction
 - d. Learning Theories
 - i. Behavioral
 - ii. Constructivist
 - iii. Cognitive and metacognitive
2. Distance Learning Issues

- a. Authentication
 - b. Attendance
 - c. Accessibility
 - d. DISC and special needs students
 - e. Copyright in the online environment
 - f. Retention/Success
 - g. Project based learning as evidence of “engaged academic learning”
3. Web 2.0 technologies
 4. The course outline
 - a. Objectives
 - b. Modules
 - c. Main components for modules
 5. Module content items
 - a. The “lecture”
 - b. Activities
 - c. Regular effective contact
 - d. Project based learning
 - e. Online resources
 - f. Publisher materials
 6. Web 2.0 research

4. Cultural Pluralism/Diversity

Students will be encouraged to express their opinions, view, and beliefs in the online environment and will identify strategies on how to do this with students in online classes.

2. Student Preparation and Evaluation

1. Textbooks

Robin M. Smith. Conquering the Content: A Step-by Step Guide to Online Course Design. Jossey-Bass, 2008.

2. Writing/Skill building

For example:

Create an online lecture or activity to support an objective in one of your modules.

3. Outside Assignments

For example:

Find an example of an online course or online learning resource that supports or is related to one of the learning theories reviewed in this course.

4. Critical Thinking Assignments

For example:

Develop several content items for one module of instruction. This may be lecture items, assessment, activities, discussion forums, class projects, and team or group assignments. These items may be adapted from publisher materials or learning objects that have been previously developed. Explain what elements of content, learner, and theory that you applied to your content.

5. Student Evaluation

Student evaluations are based on completing assigned distance learning projects, participation in online activities, and the development of online resources for the course.

SECTION THREE – Course Support

1. Rationale for Course/Needs Assessment

In March of 2011, the Mission College Academic Senate approved the Guidelines for Online Faculty. In these guidelines, it was recommended that faculty complete a 3 unit course of approximately 48 hours prior to teaching an online course. Many faculty have expressed interest in having such a course available at Mission. This enables Mission faculty to not only learn best practices in distance learning instruction, but become familiar with the procedures and processes for offering a distance learning course at Mission. This second 1 unit course builds on the previous course and offers faculty an opportunity to focus on a course that they expect to teach online.

2. Discipline Area

Education, M.A. Instructional Technology with prior experience teaching and taking a distance learning course using a course management system

OR

Education, M.S. Online Teaching and Learning

OR

Evidence of extensive experience and knowledge of online teaching and learning, best practices in online instruction, and the effective use of course management systems

3. Resources Needed or Anticipated

Use of a computer and appropriate software including a course management system

4. Plan for Evaluation of Course

Program Review for distance learning and instructional technology and evaluation of course by the participants and instructors of the course.

SECTION FOUR – Transferability and Classification

1. Request for Transferability

This course should meet any requirements that the district and union may establish to ensure competency in teaching online courses. Additionally, this course should provide participants with PG&D credit and or be part of full-time faculty institutional responsibilities.

Course Outline

Online Course Development Project

SECTION ONE - Course Specific Information

This course is equivalent to a one unit lab course for approximately 54 hours of course content development. It is recommended that this course be offered to participants after they have completed the Online Course Fundamentals and the Online Design and Development course, or have at least two semesters experience teaching a distance learning course using a course management system. This course is a lab course requiring participants to identify course content to create to support greater retention and success of learning for students. Faculty will identify content and software development tools to create distance learning materials. Faculty will create specific content items and showcase their content items to the course instructor and course peers. This course may be repeated to complete projects or create additional materials.

The course will be developed as an online course, but will likely have face-to-face meetings to discuss content development and show case content items.

The optimal class size is between 8-30 students.

Grade Type:

This class will be Pass/No Pass

Repeatability:

This course may be repeated to complete a project or produce additional materials for a course.

Course Description

Students will identify course content components to develop for their online courses. These components should be difficult concepts, important concepts, items to improve student retention and success in the online environment, and or projects for students to produce evidence of learning. Once these content items are identified, students will research development tools and develop a plan, story board, or other outline) as to what and how they are going to develop their content. Finally, students will create their online content items and share their process and product with their colleagues and course instructor for feedback.

Content Review

Course Advisory: Complete Online Course Fundamentals and Online Course Design and Development or equivalent.

Faculty taking this course should have a course that they are currently teaching face-to-face or online. Faculty will be creating content items for their class to be presented online.

Instructional Methodology

Audio/Visual

Demonstrations

Guided Discussions
Web/based Activities
Presentations
Hands-on Activities
Peer review and feedback
Case Studies

SECTION TWO – Course Content

- 1. Course Content and Scope**
- 2. Student Course Objectives**

Upon completion of the course the student should be able to

1. Identify multimedia software tools for online course development
2. Identify course content items in need of development for online delivery
3. Redesign content items for online course delivery using appropriate software tools
4. Incorporate “evidence based” learning into online courses that demonstrate “engaged academic time” on behalf of the students.

3. Outline of Topics to be Addressed

1. Identifying content in need of revision
 - a. Critical content
 - b. Difficult content
 - c. Barriers to retention and success in the online classroom
 - d. Evidence of student learning
2. The design of content
 - a. Content types
 - b. Building content for evidence of “engaged academic time”
 - c. Design documents, storyboards, and project plans
 - d. Project based learning
 - e. Publisher materials
 - i. Modifying publisher material
 - ii. How best to use publisher materials
 - f. Sharing resources within a department
4. Feedback on content items

5. Cultural Pluralism/Diversity

Students will be encouraged to express their opinions, views, and beliefs in the online environment and will identify strategies on how to do this with students in online classes.

2. Student Preparation and Evaluation

6. Textbooks

Robin M. Smith. Conquering the Content: A Step-by Step Guide to Online Course Design. Jossey-Bass, 2008.

7. Writing/Skill building

For example:

Describe a project or assessment that shows clear evidence that students have actively engaged with content in your online course.

8. Outside Assignments

For example:

Find a software tool that you will use to create content items for your course. Explain why this tool is appropriate for your content items.

9. Critical Thinking Assignments

For example:

Review content items created by your peers. If you were on an accreditation team, how do these items demonstrate evidence that students are actively engaged with the content of their course?

10. Student Evaluation

Student evaluations are based on completing assigned distance learning projects, participation in online activities, and the development of online resources for the course.

SECTION THREE – Course Support

1. Rationale for Course/Needs Assessment

In March of 2011, the Mission College Academic Senate approved the Guidelines for Online Faculty. In these guidelines, it was recommended that faculty complete a 3 unit course of approximately 48 hours prior to teaching an online course. Many faculty have expressed interest in having such a course available at Mission. This enables Mission faculty to not only learn best practices in distance learning instruction, but become familiar with the procedures and processes for offering a distance learning course at Mission. This third 1 unit lab course builds on the previous two courses and offers faculty an opportunity to create content for their course based on difficult content to

learn, critical content, improving retention and success, and or providing evidence of engaged learning.

2. **Discipline Area**

Education, M.A. Instructional Technology with prior experience teaching and taking a distance learning course using a course management system

OR

Education, M.S. Online Teaching and Learning

OR

Evidence of extensive experience and knowledge of online teaching and learning, best practices in online instruction, and the effective use of course management systems

3. **Resources Needed or Anticipated**

Use of a computer and software including a course management system and other software identified by participants for content development.

4. **Plan for Evaluation of Course**

Program Review for distance learning and instructional technology and evaluation of this course by the participants and instructors of the course.

SECTION FOUR – Transferability and Classification

1. **Request for Transferability**

This course should meet requirements that the district and union may establish to ensure competency in teaching online courses. Additionally, this course should provide participants with PG&D credit and or be part of full-time faculty institutional responsibilities.