



A Faculty Guide and Template for Planning and Developing an Online Course

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Getting Started with Developing an Online Course

1. Get to know the demands and challenges of online instruction

- Having decided to develop a course and to teach online, it is very important for an instructor to understand the demands and challenges of online instruction.
- It is very important to understand that when teaching online, a substantial amount of the content for teaching is developed upfront and loaded into the course management system long before the first day of class starts.
- Teaching online is almost a 24/7 commitment. Teaching and learning is not confined to an allotted time period in a classroom. Instructors have to be prepared answering students' questions at all times of the day.
- There is that challenge of bringing face-to-face classroom activities to the online environment with the goal of achieving the same learning outcomes with that of the face-to-face environment.

2. Conduct Research on Distance Learning using Online Instruction

- Locate all possible resources and reference which you can use in converting your course for online instruction. Read articles about distance education, web-based training, instructional design, technology education and online learning available in the Internet, library, or publishers. Understand hardware and software specifications. Make sure that your computer is configured (set up) with the correct requirements, such as a web browser.

3. Prepare Instructional Materials

- Gather your course material in a single location. Set up a folder for the course materials on your computer and set up a physical folder for non-electronic materials that may need to be converted. Include items such as syllabus, handouts, slide shows, overheads, lecture notes, assignments, online discussion topics, projects, and assessments (exams and quizzes).
- Determine in what formats your materials exist. Take special note of items already in an electronic format such as Word documents, spreadsheets, etc.

5. Prepare an Online Course Syllabus

- Based on the approved course syllabus in your department for your course, prepare an online course syllabus in Word format and save it together with your other materials which you researched for your course.
- This syllabus should include course pre-requisites, textbook requirement, course description, course goals and objectives, procedures and requirements, assignments, tests, and other activities for the course. Please refer to the College course syllabus guidelines.
- A **course syllabus is required** for the Angel training. Please submit your course syllabus to the Director of Distance Learning at lrjuele@sunyrockland.edu prior to the first Angel training session.

6. Construct a Course Schedule

- Based on the Online Course Syllabus which you prepared for your course, construct a Course Schedule with topic titles and dates on each session.

7. Determine the Format of Materials

- Prepare the materials for electronic delivery. This may include scanning graphics, creating HTML files or Word document.

8. Attend the Required Faculty Training

- Be prepared to attend and complete a hands-on faculty training which is designed like a regular class with readings, class participation, assignments, and assessments for each session.

9. Register to all the Angel Training sessions

Go to <http://www.suny.edu/sunyTrainingCenter/slntanding.cfm> and register to all the required sessions.

Developing Online Course Content

(Online Course Development and Design Templates to be given to Instructors in Flash Drive)

A. Preparation of the Course Syllabus

- Use the SUNY Rockland Community College Sample Course Syllabus below.
- Course Syllabus should be based on the approved LAP for the course to be developed online.
- The final version of your Course Syllabus has to be posted in the Resources link in your Angel site)
- Has to be completed before the first day of Angel Training (Workshop #1 & 2).

COURSE SYLLABUS Template ROCKLAND COMMUNITY COLLEGE
<u>Course Information</u> Course # Course Title Days/Times Class Meets
<u>Contact Information</u> Prof/Dr./Mr./Ms./Mrs. Office: (Give office number and location) Office Hours: (Give specific days, times, location) E-mail: (Give e-mail address) Phone: (Give telephone number)
<u>Course Description</u>

Course Objectives

Required Text

Attendance Policy (sample wording)

Students will be exposed to the required material by attending the regularly scheduled class, and by listening to the lecture and topic tapes. Students are responsible for topics that are covered in class. Organized, accurate note-taking of lectures, tapes, and readings is essential to learning and comprehending the course material.

Please note, attendance for lecture is ***required***. ***Unexcused absences will not be allowed***. Only three absences, regardless of the reason, will be permitted. Absences four and five **will incur a three point final grade penalty for each absence**. Absences six and greater will result in ***5 points being deducted from your final grade for each absence***.

Please be prompt, tardiness is both rude and disruptive. Continual tardiness (greater than six) **will incur a 1 point final grade penalty for each**. You are tardy once attendance has been taken. You will be considered absent if you arrive more than 10 minutes late for any one class period.

Inclement weather: You may call (845) 574-4034 for closing or delay information.

Cell Phone and Laptop Policy (sample wording)

Cell phones and laptops are great tools however they have limited if any use within the classroom. Use of these electronic devices at inappropriate times is both disruptive and rude. Cell phones are not permitted in lab or lecture. Students seen using cell phones will be reminded of this policy. Continued cell phone use will result in a 1 point exam penalty per offence and/or my holding of cell phones until the end of class. Laptops may be used for note taking during class. They should not be used for Internet access unrelated to class. Accessing e-bay, stores, you-tube, and my-space (etc, etc, etc) sites are not acceptable. The penalty for such offences will be the same as for cell phone usage.

Grading Policy

Grade Scale(sample)

<u>Letter Grade</u>	<u>Average</u>
A	93-100
A-	89-93
B+	85-89
B	83-85
B-	79-83
C+	75-79
C	73-75
C-	69-73
D	65-69
F	< 65

Academic Dishonesty

Academic dishonesty is a serious offense and will not be tolerated. DO NOT DO IT. Below is the policy for academic dishonesty as per the SUNY Rockland student handbook:

1. Academic Dishonesty includes, but is not limited to the following:
 - a. Cheating on examinations.
 - b. Plagiarism, i.e.: the use of words or ideas of others, whether borrowed, purchased or otherwise obtained, without crediting the source.
 - c. Submitting work previously presented in another course.
 - d. Willingly collaborating with others in any of the above actions which result(s) in work being submitted which is not the student's own.
 - e. Stealing examinations, falsifying academic records and other such offenses.

- 2.** If the instructor deems that a student is guilty of cheating or plagiarism, the instructor may initiate disciplinary action through the Dean of Students, and/ or may:
 - a.** Require that the student repeat the assignment or the examination.
 - b.** Give the student a failing grade for the assignment or examination.
 - c.** Give the student a failing grade in the course and deny the student continued access to the class.
 - d.** The instructor should advise the Dean of Students, in writing, of any of these actions.

- 3.** If the student wishes to appeal the above decision, he/ she may request in writing a hearing before a Hearing Committee.

Schedule and Topics (Based on Course Syllabus)

Important Dates (Based on Semester Calendar)

B. Prepare a Course Schedule

- Use the format/template below
- The final Course Schedule will be added to COURSE INFORMATION folder under LEARNING MODULES in Angel
- Has to be completed before first day of Angel Training
- Adjust template based on the number of weeks/modules corresponding a semester or summer session

COURSE SCHEDULE Template

Module #/Title Topics and or Readings		Module Start Date	Module End Date
Course Information and Icebreaker Activities			
Module 1	{Name of Module}		
Module 2	{Name of Module}		
Module 3	{Name of Module}		
Module 4	{Name of Module}		
Module 5	{Name of Module}		
Module 6	{Name of Module}		
Module 7	{Name of Module}		
Culminating Activity			

C. Develop Modular Content

Once the framework is complete and final, cut and paste the individual course information and activity(ies) to the particular area in your Angel course.

-Basic information (brief outline) has to be completed in table below prior to actual course development in Angel. Content is improve and or enhanced after they are added in corresponding sections in the Angel course shell.

-This procedure will help an instructor see the framework of the course and allow changes and alterations at this stage before adding content to Angel. This will avoid the cumbersome process of editing content (going in and out of modules/pages to edit content)

-Has to be completed prior to second session of the Angel training

**ONLINE COURSE CONTENT MODULAR Template
(Expand as Appropriate)**

<i>Module #</i>	Introduction/ Directions <i>(Session Description/ Goals/Expectations / Instructions, etc)</i>	Instructional Content <i>(Lectures/uploaded Readings & References, links)</i>	Assignments <i>(Reading/ Written Assignments for submissions/ Projects)</i>	Online Discussion <i>(Topics and questions for discussion)</i>	Formative Assessment <i>(Practice Exercise, Quiz, Games,Short Projects, etc)</i>	Summative Assessments <i>(Chapter Test/End of Semester Test/End of Term Project)</i>
Module 1						
Module 2						

Module 3						
Module 4						
Module 5						
Module 6						
Module 7						
Culminat ing Activities						

D. Online Course Development Guide for Developing Modules (Reference)

Reference: ©2006 Andrea Henne, EdD, San Diego Community College District

Online Course Development Guide for Developing Modules							
MOD # and Title	Overview/ Outline	Objectives	Readings	Assignments	Assigned Topics for Discussion Forum	Other Activities / References	Assessment
Module 1	Bird’s eye view of a chapter or module. Usually lists the important topics and activities to be covered in a chapter or module.	Include a lead-in Statement such as, “Upon successful completion of this module, students will be able to…” Module objectives must include the actions, performance criteria, and conditions of what the student will be able to do. List verbs which demonstrate a measurable outcome. Place the verb at the beginning of the objective. Some Examples are: define, repeat, list, record, recall, relate, underline, translate, discuss,	Reading assignments are required. Specify chapters, pages, documents, slides. Provide guided reading suggestions or points to look out for in the reading.	Where writing assignments are required, specifically identify the type of writing, outlining, etc. Explain the process for submitting the writing assignment and the evaluation criteria. Some suggested techniques are: Posting to the discussion board. Transmitting a Word document (to instructor or shared with class)	Provide an interactive exercise for the entire class or for groups. Suggested interactive exercises: Discussion Forum with specific guidelines for quality/quantity of postings Creation of individual or group PowerPoints via discussion board for student review and comment. Student submission of web resources on the module topic. Post a	Prior to beginning the module, students are assessed to determine their entry-level knowledge of the topic. Assessments may take a variety of forms including: objective questions (scored automatically by the courseware), short answer or essay questions. Results of the module assessment will be compared with the Pre-Assessment to measure	The purpose of the assessment is to measure the achievement of the Learning Objectives for this module. Suggested formats for the assessment: 1. Short essay questions. 2. Quiz items submitted via the Assessment Manager. The format of the assessment should match the format of the pre-assessment so that progress can be measured. Specify the instructor

		<p>describe, identify, locate, report, interpret, dramatize, illustrate, schedule, sketch, apply, operate, evaluate, solve, calculate, etc. Stress critical Thinking activities. Explain briefly "how" the knowledge will be shown: ex., "define, in writing, the influence of the Bauhaus movement on the design of contemporary buildings." The objectives must relate in concept and language to both the Course Description and the concepts listed in the Outline of Topics. Be concise And complete: ten is probably too many; one is not enough.</p>			<p>self-assessment quiz using the online assessment tools.</p>	<p>students' learning outcomes. Provide links to Web resources to engage students in further study.</p>	<p>feedback concerning the assessment (how will feedback be provided, and when). Specify what The remediation process would be for students who miss meeting the learning objectives.</p>
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