

[Garry Brand,](#)

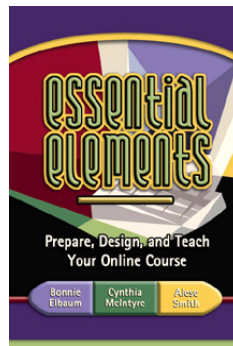
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Online and Hybrid Certification Course Syllabus

About the Course

This course is designed to provide instructors with the knowledge and skills needed to deliver a high-quality online and/or hybrid course. *All five weeks must be completed for certification.* When you are done, you will have a template for your online and/or hybrid course.

While we will discuss multimedia "bells and whistles", the majority of our time will be spent on planning, constructing and managing your own online or hybrid course. Like you, we believe in hands-on application. You'll get a separate "template" course where you will develop content you plan to offer. We also believe in modeling. Hopefully, you will find that this course adheres to the quality standards you will be expected to maintain. Each participant will read parts of the required textbook, participate in discussions, and complete learning activities designed to reinforce each topic. One of the greatest lessons you will probably get out of this experience is how it feels to be a student. You will be required to logon and attend, meet minimum standards for participation, and submit assignments. Communications will usually be asynchronous (not at the same time).

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Attendance

Regular attendance and participation is essential for learning (and to complete your course before you have to teach it). Each participant is expected to attend the course each week. Attendance is measured by your presence in the discussion board, as well as the submission of assessments or other assigned homework. You are also required to attend the face-to-face sessions (usually Friday) of this hybrid course. *Attendance is not the same as participation.* Simply logging on does not contribute to the class. *Participants may be dropped if they are absent more than one week online or more than one face-to-face session.*

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Book

[Essential Elements](#): Prepare, Design, and Teach Your Online Course by Bonnie Elbaum, Cynthia McIntyre, and Alese Smith.

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Communication

When you *e-mail* your facilitator, please include a proper reference in the "subject" field, any message you are responding to, and your name. E-mail should be used for issues that are not appropriate for the whole class (e.g. questions about your grade, constructive criticism or personal issues). We will respond to your e-mail within 24 hours.

When you *post* to the discussion board, please include the relevant part of any previous post you are replying to. It also helps to bold, use the "quote" button, or otherwise separate the text you add. Here's an example:

Current Forum: Week One Read 12 times

Date: Fri Jan 18 2008 1:00 pm

Author: Brand, Garret

Subject: Re: Converting Your Campus Syllabus

Eric: Including a detailed schedule in your online syllabus helps your students see what needs to be done each week.

Garry: I agree Eric. It also helps them see the links between a course outcome and what they are doing that week.

By doing this, you make the discussion easier to follow and help the facilitators evaluate your participation. In the example above, it's easier to see if Garry "added value" with his comments. Finally, change the "Subject" field of your post if you approach the topic from a new perspective. If you feel it's an entirely new topic (related to the week's activities), start a new thread.

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Grading

To become certified, you must obtain at least a 70%, complete all requirements and demonstrate proficiency by meeting all outcomes. Points are awarded as follows:

*Activity	Week	Points	%
Participation	1-5	15 x 5 = 75	30%
Course Schedule	1	25	10%
Draft Syllabus	2	25	10%
Learning Activity	3	25	10%
Orientation	4	25	10%
Group Activity	5	75	30%
Total		250	

* All graded activities are due by Sunday, 11:59pm (EDT). Your points will be awarded *on the Friday after assignments are due*. You will receive an e-mail from your facilitators, giving you specific feedback and telling you when to check the gradebook under the "View Grades" link. An announcement will also appear when grades are updated.

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Participation

Participation is crucial to your learning and success in this course. Participation is defined as *posting a message to the weekly discussion board forum at least 3 out of 7 days each week*. Your posts could be in response to the learning activities (facilitators will get you started with a thread), as well as your own questions or comments about the weekly material. Participation does not include e-mails, or posts to the Virtual Office. Make sure to logon often to avoid becoming overwhelmed by the number of posts. Weekly participation points are awarded based on the *quantity* and *quality* of your posts. The following rubric will be used for participation evaluation:

15 Participation Points

- The participant consistently posted insightful comments and questions that prompted on-topic discussion. The participant consistently helped clarify or synthesize other class members' ideas. If disagreeing with another class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.
- Posted at least 3 out of 7 days per week.

10 Participation Points Same as previous level of participation, except that:

- The participant was notably lacking in one or two of the items listed above. The participant consistently had to be prompted or coaxed to participate. The participant usually, but not always, expressed herself or himself clearly.
- Posted at least 2 out of 7 days per week.

5 Participation Points Same as previous level of participation, except that:

- The participant was consistently lacking in two or more of the items listed above. The participant was extremely reluctant to participate, even when prompted. The participant rarely expressed himself or herself clearly.
- Posted at least 1 out of 7 days per week.

0 Participation Points Any of the following can cause a participant to receive 0 participation points, even if they otherwise conform to a higher level on the rubric:

- The participant frequently attempted (success is irrelevant) to draw the discussion off-topic. The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or questioned.
- Posted 0 out of 7 days per week.

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Weekly Schedule

This course is five weeks long. *Each week ends on Sunday at 11:59 p.m. (EDT).* You must complete the assignments for all five weeks for certification. This includes the completion of your final presentation. Participants will:

- start each week with a list of tasks that must be completed. review the learning outcome and objectives for each week. read and discuss weekly topics in the appropriate forum. complete a learning activity designed to reinforce learning. submit a graded assignment (e.g. quiz) to assess learning.
- continuously work on their own online and/or hybrid course.

In your course, we recommend some consistency in the type of assignments and the way they are submitted. Here, we use a variety of assignments to help you learn how to use each one. Here's what we'll be doing each week:

Week	Topics	Activity
	Introduction to this Course	
October 17	<ul style="list-style-type: none"> ▪ Compare current and expected technology skills. ▪ Identify institutional support and standards. ▪ Define distance learning at GRCC. 	A. Complete Readiness Survey .
		B. Review our Distance Learning site.
		C. Read the "Introduction" in your textbook.
		D. Submit our "Pre-Questionnaire."
		E. Read our Syllabus and FAQ.
		F. Post to our Blog.
		G. Attend face-to-face session on Friday.
One	Prepare Your Online Course	
October 20 - 26	<ul style="list-style-type: none"> ▪ Create (or utilize existing) course outline and outcomes. ▪ Link classroom activities and assessments to outcomes. ▪ Identify appropriate online activities and assessments. ▪ Build a course schedule in an electronic format. 	A. Read pages 17-42 in your textbook.
		B. Complete Learning Activity.
		C. Post to Discussion Board.
		D. Attend face-to-face session on Friday.

		E. Submit Course Schedule.
		F. Upload Self-Assessment.
Two	Design Your Online Course - Part I	
October 27 - November 2	<ul style="list-style-type: none"> Develop expectations and policies for online learners. Modify a course syllabus for online and hybrid delivery. Organize Blackboard® to reflect course schedule and syllabus. 	A. Read pages 43-54 in your textbook.
		B. Complete Learning Activity.
		C. Post to Discussion Board.
		D. Attend face-to-face session on Friday.
		E. Attach draft Syllabus.
		F. Submit Self-Assessment.
Three	Design Your Online Course - Part II	
November 3 - 9	<ul style="list-style-type: none"> Design an effective online learning activity. Create opportunities for online collaboration. 	A. Read pages 55-71 in your textbook.
		B. Complete Learning Activity
		C. Post to Discussion Board
		D. Attend face-to-face session on Friday.
		E. Build a Learning Activity.
		F. Blog Self-Assessment.
Four	Teach Your Online Course - Part I	
November 10 - 16	<ul style="list-style-type: none"> Prepare a student for online learning. Provide effective online instructions. 	A. Read pages 73-80 in your textbook.
		B. Complete Learning Activity
		C. Post to Discussion Board
		D. Attend face-to-face session on Friday.
		E. Create Orientation and starting instructions.
		F. Post Self-Assessment.
Five	Teach Your Online Course - Part II	
November 17 - 23	<ul style="list-style-type: none"> Facilitate online and hybrid learning. Manage an online and hybrid class. 	A. Read pages 81-92 in your textbook.
		B. Complete Learning Activity
		C. Post to Discussion Board.
		D. Attend face-to-face session on Friday.
		E. Teach your online course.
		F. Complete Course Evaluation.

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