



**Professional Online Educator:
Online Course Design Practicum
12 weeks**

Course Description

This course covers the entire development cycle for an online course. Participants will prepare course design documents, lesson presentations including media assets, and graded assessments. In addition, participants will prepare supporting materials for instructors and course production. Participants will assemble a course portfolio that includes final versions of each course component created throughout the course. Finally, participants will review and analyze the portfolios of fellow participants.

Course Prerequisites

2 or more of the following: *Assessing Knowledge and Skills in the Online Classroom, Beyond the Online Classroom, Instructional Design for Online Learning Environments Instructor Technology Preparation, Introduction to Online Learning, Promotion Student Success in the Online Learning Environment*

OR pre-approval from TCL's Director of Academic Affairs

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site

development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

There are no textbooks required for this course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Examine the development process involved in creating an online course
2. Design an online course
3. Prepare lesson presentation materials
4. Plan activities and assessments for an online course
5. Produce an online course
6. Develop a digital portfolio

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Online Course Development

- 1.1 Explore different design models and philosophies used in instructional design for online courses
- 1.2 Investigate each phase in the course development process

Lesson 2: Development Deliverables and Considerations

- 2.1 Analyze the different deliverables produced in each phase of the development process

Lesson 3: Designing an Online Course

- 3.1 Examine the role of needs analysis in the course design process
- 3.2 Prepare a needs analysis or requirements document for an online course

Lesson 4: Preparing a Design Document

- 4.1 Prepare a design document for an online course

Lesson 5: Exploring Lesson Presentations

- 5.1 Explore the different components that comprise a lesson presentation

Lesson 6: Building Lesson Presentations

- 6.1 Construct a lesson presentation
- 6.2 Integrate media assets in a lesson presentation

Lesson 7: Assignments and Assessments in Online Courses

- 7.1 Examine the different types of graded activities and assessments used in online courses

Lesson 8: Creating Course Assignments and Assessments

- 8.1 Design individual and group activities for the online learning environment
- 8.2 Design assessment questions relevant to learning objectives

Lesson 9: Online Course Production

- 9.1 Explore procedures common to online course production

9.2 Prepare support materials for the online course instructor

Lesson 10: Preparing for Course Production

10.1 Prepare supporting documentation for use by the production team

Lesson 11: Uses of a Digital Portfolio

11.1 Explore the use of a digital portfolio

Lesson 12: Prepare a Digital Portfolio

12.1 Assemble all of the components of an online course into a portfolio

12.2 Analyze a digital portfolio

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Online Course Development

This milestone focuses on online course design and development, including course development deliverables and resources. After completion of this milestone, participants will be able to examine the development process for creating an online course.

Milestone Two: Development Deliverables and Considerations

This milestone focuses on the development of existing and new online courses. After completion of this milestone, participants will be able to examine the development process for creating an online course.

Milestone Three: Designing an Online Course

This milestone focuses on the needs analysis phase and building the requirements document. After completion of this milestone, participants will be able to design an online course.

Milestone Four: Preparing a Design Document

This milestone focuses on building the design document. After completion of this milestone, participants will be able to design an online course.

Milestone Five: Exploring Lesson Presentations

This milestone focuses on the elements of lesson presentations. After completion of this milestone, participants will be able to prepare lesson presentation materials.

Milestone Six: Building Lesson Presentations

This milestone focuses on developing lesson presentation. After completion of this milestone, participants will be able to prepare lesson presentation materials.

Milestone Seven: Assignments and Assessments in Online Courses

This milestone focuses on graded activities and assessments. After completion of this milestone, participants will be able to plan activities and assessments for an online course.

Milestone Eight: Creating Course Assignments and Assessments

This milestone focuses on writing graded activities and assessment questions. After completion of this milestone, participants will be able to plan activities and assessments for an online course.

Milestone Nine: Online Course Production

This milestone focuses on course production, supplemental course materials, and implementation. After completion of this milestone, participants will be able to prepare for the production of an online course.

Milestone Ten: Preparing for Course Production

This milestone focuses on course quality control and management. After completion of this milestone, participants will be able to prepare for the production of an online course.

Milestone Eleven: Uses of a Digital Portfolio

This milestone focuses on digital teaching portfolios. After completion of this milestone, participants will be able to prepare a digital portfolio.

Milestone Twelve: Prepare a Digital Portfolio

This milestone focuses on assembling and analyzing digital teaching portfolios. After completion of this milestone, participants will be able to prepare a digital portfolio.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited

to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The

assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with International Society for Technology in Education (ISTE) Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and

improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.