Professional Online Educator:
Promoting Student Success in the Online Learning Environment
12 weeks

Course Description
This course will cover the basic tools needed for success in an online learning environment. Topics include communication, collaboration, and software skills required to succeed in online learning. This course also covers instructor and student responsibilities and expectations, as well as potential roadblocks to success. This course will discuss tools and techniques for organizing, prioritizing, and completing course tasks. Finally, this course addresses instructional methods for guiding students and evaluating student progress in online courses.

Course Prerequisites
No prerequisites for this course are required.

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
Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course
Upon completion of the course, the learner will be able to:
1. Explore what it means to be successful as a student in a student-centered learning environment
2. Explain student responsibilities in effective online learning experiences
3. Apply the technological skills required for student success in online learning
4. Correlate processes for instructing learners to organize online learning tasks
5. Investigate potential support options and resources available in different types of learning organizations
6. Practice strategies that foster successful online learning experiences

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: Student-Centered Learning
    1.1   Describe the differences between the student-centered learning environment and the instructor-centered learning environment
    1.2   Outline the role of communication and collaboration in the online learning environment

Lesson 2: Assessing Readiness for the Online Classroom
    2.1   Identify tools and techniques for assessing readiness for the online classroom
    2.2   Identify potential roadblocks to student success in an online learning environment

Lesson 3: Online Responsibilities
    3.1   Outline common instructor expectations for online students
    3.2   Define common student expectations for online instructors
    3.3   Describe techniques for managing priorities in online learning

Lesson 4: Communication in the Online Learning Environment
    4.1   Summarize the proper application of different communication channels in the online learning environment

Lesson 5: Online Students and Technology
    5.1   Outline the different types of software used commonly by students in the online learning environment

Lesson 6: Technology Requirements and Issues
    6.1   Describe the minimum software skills required for different types of applications used in online learning
    6.2   Identify how to employ a back-up plan to use when technological issues threaten the student's online learning success

Lesson 7: Online Learning and Organization Skills
    7.1   Explain the importance of milestones and deadlines in measuring student success in online courses
    7.2   Describe how to convey due dates on a course syllabus or calendar
    7.3   Identify organizational tools available within common software applications and learning management systems

Lesson 8: Techniques for Organization
    8.1   Describe techniques for approaching course tasks in an effective and organized manner

Lesson 9: Online Learning Support and Resources
    9.1   Summarize the importance of seeking assistance when needed
    9.2   Explain how the instructor can offer online students support

Lesson 10: Learning Communities
    10.1   Describe the use of learning communities in online learning

Lesson 11: Strategies for Online Learning Success
    11.1   Evaluate student progress throughout the course
    11.2   Explain strategies for keeping students motivated and on track with their online studies

Lesson 12: Learning Materials and Academic Integrity for the Online Student
    12.1   Identify how to present a variety of materials that are useful to the online student
    12.2   Summarize the importance of academic integrity to the online student

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: Student-Centered Learning

This milestone focuses on promoting student-centered online learning, communication, and collaboration. After completion of this milestone, participants will be able to explore what it means to be successful as a student in a student-centered learning environment as opposed to an instructor-centered learning environment.

Milestone Two: Assessing Readiness for the Online Classroom

This milestone focuses on online instructor teacher readiness and student readiness for online learning. After completion of this milestone, participants will be able to explore what it means to be successful as a student in a student-centered learning environment as opposed to an instructor-centered learning environment.

Milestone Three: Online Responsibilities

This milestone focuses on instructor expectations for online students, student expectations for online instructors, and techniques for managing priorities. After completion of this milestone, participants will be able to explore student responsibilities for a successful online learning experience.

Milestone Four: Communication in the Online Learning Environment

This milestone focuses on the application of communication channels. After completion of this milestone, participants will be able to explore student responsibilities for a successful online learning experience.

Milestone Five: Online Students and Technology

This milestone focuses on software used in online learning and Internet resources. After completion of this milestone, participants will be able to examine the technological skills required for student success in online learning.

Milestone Six: Technology Requirements and Issues

This milestone focuses on software skills required in online learning and technological issues in online learning. After completion of this milestone, participants will be able to examine the technological skills required for student success in online learning.

Milestone Seven: Online Learning and Organization Skills

This milestone focuses on role of milestones, deadlines, due dates and organizational tools in online learning. After completion of this milestone, participants will be able to examine processes for instructing learners to organize online learning tasks.

Milestone Eight: Techniques for Organization
> This milestone focuses on time management in online learning, structuring your course, and student guidelines for online courses. After completion of this milestone, participants will be able to examine processes for instructing learners to organize online learning tasks.

Milestone Nine: Online Learning Support and Resources
> This milestone focuses on methods for seeking assistance as an instructor and offering support to online students. After completion of this milestone, participants will be able to investigate potential support options and resources available in different types of learning organizations.

Milestone Ten: Learning Communities
> This milestone focuses on the use of communities in online learning. After completion of this milestone, participants will be able to investigate potential support options and resources available in different types of learning organizations.

Milestone Eleven: Strategies for Online Learning Success
> This milestone focuses on evaluating student progress and strategies for assisting and motivating students. After completion of this milestone, participants will be able to investigate strategies to ensure online learning success.

Milestone Twelve: Learning Materials and Academic Integrity for the Online Student
> This milestone focuses on presenting a variety of learning materials and academic integrity for the online student. After completion of this milestone, participants will be able to investigate strategies to ensure online learning success.

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 polices 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.