



Course Syllabus
EDU-287
SP-11

Inez H. Farrell Ph.D.
Instructor

1. MEET THE PROFESSOR

Name:	Inez H Farrell, Ph.D.
Office Location:	Virtual- https://vccsedu.webex.com/vccsedu
Office Hours Online	Typically, I am in the virtual office Monday-Tuesday 7-9 PM-Saturday 9AM-10AM. I will be available at other hours upon request.
Meeting number: 643 936 112	
Meeting password: IDOL	
Office Phone:	703.764.5036
Office Email:	ifarrell@nvcc.edu
Website:	
Contact Policy (email, voice mail):	E-mails: Students who email the instructor Monday-Thursday can ordinarily expect a response within 48 hours. Students who e-mail Friday-Sunday can ordinarily expect a response by 5:00 pm on Monday. Phone Messages: The instructor checks phone messages occasionally during the week and frequently works from home, so the preferred method of communication will always be email. Phone messages will be returned within 2 days.

2. PROFESSOR'S INTRODUCTION

Welcome to IDOL! Let me introduce myself. My name is Inez and I have been full-time with the Virginia Community College System for ten years, and an adjunct for three years prior. The first five of those full-time years was spent at Virginia Western Community College where I was the Coordinator of Instructional Technology and Distance Learning. Then the system office scooped me up to be the Director of Instructional Technology. I am still actively engaged with some of those responsibilities while I await the launch of a next exciting career move. I will be directing the new statewide distance learning initiative for NOVA's ELI that will enable students across the state to benefit from the rich assortment of courses and expert instructors Virginia's Community Colleges has to offer.

I have two adult children and two step children who sometimes share with me my eight beautiful grandchildren. I am fortunate to live on 8.5 acres of woods in Salem, VA with my Tibetan Terrier Bodhi, and two Siamese rescue kittens Kusa and Sufi. I love to read, paint, play the piano, and watch HGTV.

I am excited you have accepted the challenge of this course that will focus on the best instructional design practices for online learning. I will be your facilitator (instructor). I am looking forward to working with you over the next **ten** weeks.

As I type this, my kitten Sufi is climbing across the keys and I am not sure what language she knows brrrrrrreep. Should you find a stray character here and there that has escaped my editing-I blame her.

As we begin this journey together, should you have additional questions or concerns, and I can be of assistance do contact me. Office ph: 703.764.5036
Email: ifarrell@nvcc.edu

3. COURSE PRE-REQUISITES

Participants must have a working knowledge of using the VCCS Blackboard (**Bb**) course management system for instruction and student assessment.

4. ENTRY LEVEL SKILLS/KNOWLEDGE

Participants need to be aware of the technology expectations in a distance course.

4.1 Prerequisite Skills:

Participants in online classes must be proficient users of the World Wide Web and are responsible for adhering to all the following criteria. If you are unable to fulfill these requirements, another class delivery method is more appropriate for you.

You must be able to check the class Web site and your e-mail daily or every other day for most online classes.

You must have sufficient Internet access to do all the class activities, and you are responsible for finding alternative resources when necessary.

You must use an approved version of a Browser to perform all class Web activities.

You must have strong Internet research skills.

You must be able to perform the following Web browser functions:

- Locate and follow hyperlinks and navigate "back" and "forward"
- Add and access favorites/bookmarks so you can revisit important websites
- Edit your Web browser preferences
- Adjust font size for reading web pages
- Adjust color preferences for reading and printing web pages
- Configure mail settings in browser to activate "mailto" hyperlinks (optional)
- Save files to disk as Plain Text and as HTML
- Use the "Go" or "History" function to access recently visited pages
- Reload (refresh) the screen
- Print Web pages--adjust page setup and print options so that the URL (web address) and access date are printed on the page (it is a good idea to print all important pages or at least the top levels of important sites to provide a record of your access)
- Use your browser Help files for additional assistance.

4.2 Research Skills:

Participants should possess computer skills to do online research using a variety of search engines; be familiar with your college's library website and available methods of obtaining articles and documents via [the NVCC library resource site](#).

4.3 Writing and Communication Skills:

Participants should possess a firm command of written communication skills, including the mechanics of writing and grammar, the ability to organize thoughts, and the ability to demonstrate those skills in all written work.

Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism.

Observation of "Netiquette":

All of your online communications need to be composed with fairness, honesty and tact. You should possess a solid understanding of the well-accepted rules of Netiquette as you will be expected to adhere to these rules when communicating electronically with the instructor and your fellow students while participating in this course.

4.4 Computer Literacy:

Participants in online classes must be proficient with the basic functions of a word processor as listed below. If you are unable to fulfill these requirements, another class delivery method is more appropriate for you.

For word processing, the following software and skills are essential:

Approved Word processing software (note that Microsoft Works is not compatible with MS Word) or the ability to turn in assignments with a file extension of .doc, docx, .rtf, or .pdf

Edit: copy, cut, paste, find, replace

Manage files using the directory system of the operating system (this encompasses creating new files and folders, as well as being able to navigate through your operating system and word processor to perform open, close, save, and save as functions)

4.4.1 Software:

Operating System (OS)	See table below
Browser	Supported Plugins and Browsers: http://kb.blackboard.com/pages/viewpage.action?pageId=38830689 Browser Settings: Download signed ActiveX controls - "enabled" Download unsigned Active X controls - "disabled" Run ActiveX controls and plug-ins - "enabled" Allow Cookies - "enabled"

	Allow per-session Cookies - “enabled” Active scripting - “enabled” JavaScript & Cookies must be enabled Scripting of Java applets - “enabled” Disable pop-up blockers (or add http://learn.vccs.edu to trusted sites)
Audio/Visual Media Players	Windows Media Player 9 or higher Flash 9 or higher Latest version of Java
Instructional Software	The following downloads are recommended for Blackboard use: Adobe Acrobat Reader - http://get.adobe.com/reader/ Microsoft Word Viewer (needed only if you do not own MS-Word or compatible word Processing Software)- http://office.microsoft.com/en-us/downloads/office-online-file-converters-and-viewers-HA001044981.aspx Microsoft PowerPoint Viewer (needed only if you do not own MS-PowerPoint)- http://office.microsoft.com/en-us/downloads/HA010449811033.aspx Java Virtual Machine (only needed to use the Virtual Classroom Feature) - http://www.java.com/en/download/manual.jsp Mozilla Firefox (recommended browser) - http://www.mozilla.com/en-US/
Computer Compatibility Test	Check to see if your computer has the required plug ins: http://tncc.edu/browsertest

4.4.2 Hardware:

Minimum Hardware Requirements

	PC	Apple
Processor	500 MHz Intel® Pentium III processor or equivalent	400 MHz PowerPC G3
RAM	256 MB	256 MB
Hard Drive	1GB or more free hard disk space	1GB or more free hard disk space
Video Card	64 MB	64 MB
Monitor	Color monitor 256 colors 800 x 600 minimum, 1024 x 768 recommended	Color monitor 256 colors 800 x 600 minimum, 1024 x 768 recommended
Internet Connection	Broadband is recommended. A 56k Modem is the absolute minimum.	Broadband is recommended. A 56k Modem is the absolute minimum.

*You will also need an audio headset with microphone for this course.

5. COURSE DESCRIPTION

IDOL is a ten-week online course that covers content development and course structuring for online and hybrid teaching and learning. Participants will learn to use the Quality Matters™ rubric (<http://www.qualitymatters.org>) to design/review their course structuring and will learn to use the ASSURE instructional design model as a means of selecting, designing, and/or developing course content.

IDOL is comprised of the following eight learning units:

1. Analyze Learners / Course Overview and Introduction
2. State Objectives / Learning Objectives
3. ADA Compliance
4. Select Methods, Media and Materials / Resources and Materials
5. Utilize Media and Materials / Multimedia Technology
6. Require Learner Participation / Learner Interaction

7. Evaluate and Revise / Assessment and Measurement
8. Follow-up and Self Reflection

Throughout the ten-week course learners will complete a course design project (CDP) that includes a minimum of three learning deliverables within an online course site (Start Here, syllabus, and one complete learning unit). Upon successful completion of the course the learner will receive a certificate stating they are certified to design online courses for the VCCS.

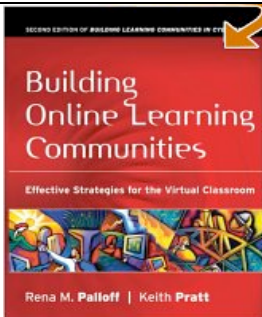
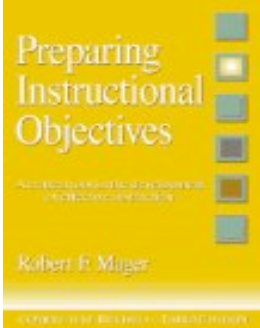
6. COURSE GOALS AND OBJECTIVES:

After completing this course, the student will be able to:

- Identify the six steps of the ASSURE model and explain how each step is used in designing lesson plans for a course
- Summarize the eight (8) General Review Standards of the Quality Matters (QM) rubric, and design learning modules for an online course to meet the 17 essential 3-point review standards of the rubric
- Complete a course design project that includes three separate deliverables in the form of a "Start Here" content area, a course syllabus, and at least one learning module that follows the guidelines of the ASSURE model and the Quality Matters(QM)rubric
- Write course-level and module-level learning objectives that are observable and measurable
- Apply the concept of alignment to ensure that assessment and measurement, resources and materials, learner interaction, and multimedia technology are all directly tied to the learning objectives of the course and learning modules
- Identify basic principles and core concepts of the Americans with Disabilities Act (ADA) and design a statement that directs students to ADA policies and/or guidelines for the institution.
- Identify the three forms of learner interaction within an online course and design activities that foster learner interaction
- Select and create three multimedia elements and /or materials that support the learner's course outcomes as stated in their course design project
- Design and develop assessment strategies that measure effective learning and assess student progress
- Identify the key components, which you have learned throughout this course, and describe how you will utilize them within your own online learning environment

6.1 Textbook:

The following textbooks will be required for this course. If you do not have a copy of the text please contact your instructor immediately.

Textbook	
Title	Building Online Learning Communities: Effective Strategies for the Virtual Classroom
Author	Rena M. Palloff and Keith Pratt (2007)
ISBN	978-0-7879-8825-8
Textbook	
Title	Preparing Instructional Objectives
Author	Mager, R.F. (1997)
ISBN	1- 879618-03-6)
Brochure	http://www.qmprogram.org/order-materials
Title	Quality Matters™ Rubric for Online and Hybrid Courses 2008-2010 edition brochure

7. COURSE APPROACH

7.1 Instructional Approach:

Communication, student-to-student and student-to-instructor, is critical in an online course. Since we cannot have “class discussions” in the traditional sense, we will use various features built into Blackboard’s Communication system in lieu of face-to-face interaction.

7.1.1 E-mail:

Each student **MUST** have an active VCCS G-mail account. Your VCCS G-mail account is the official e-mail address that is used for any communication between you and your instructor. E-mail may also be sent from student-to-student, or student-to-instructor using the e-mail feature in Blackboard’s Communication area.

7.1.2 Discussion Board (threaded discussion forum):

This is also located in Blackboard’s Communication area. Each threaded discussion is called a forum. Only the instructor can create forums, but students

may reply to any forum posted. There will also be a “Help” forum for students to post and reply to questions (this keeps our e-mail to a minimum).

7.1.3 Chat (real-time collaboration):

Collaboration is a synchronous (real-time) tool, located in Blackboard’s Communication area. We will not use that tool. We will be using **NOVA’s WebEx conferencing tool** for web conferencing. Two chats are planned for the IDOL course. Dates and times for the chats will be posted in an announcement by the instructor. The URL for the WebEx web conferencing room is: [NOVAMeet8](#)
We may also use Adobe Connect for a guest speaker event. That URL is <https://live.vccs.edu/ontap/>

7.2 Student responsibilities:

Participants enrolled in this course should continually monitor their learning, evaluating their own efforts, and actively seek help when needed in a timely manner. To successfully complete the **Instructional Design for Online Learning** course, you will need to assume an active role in the learning process; ask questions, complete assignments, participate in discussion and group chat sessions, and complete all assignments.

7.3 Instructor Responsibilities:

It is my responsibility to help students grow and learn. This means that I will try to provide clear instructions for all projects, answer questions about the assignments, identify additional resources as necessary, provide review questions and study guides for assessments, and provide rubrics and other criteria for evaluation of projects. This is never a “static” course - referenced readings, software versions and hardware specifications can change quickly. In this environment, the instructor is always evaluating, revising and clarifying questions and problems.

7.4 Course Feedback:

Participants who e-mail me Monday – Thursday will ordinarily receive a response within 48 hours. Students who e-mail me Friday – Sunday may expect a response by 5 pm on Monday. All projects that are completed and received by the due date will be graded and returned to the student in 7 to 10 days.

Participants are expected to retain an electronic copy of all work submitted. If transmission of the work fails, participants are expected to “resend” the document under directions of the instructor. Projects will be submitted in Blackboard either through a discussion thread or via the assignment features. Participants are expected to verify their own Blackboard responses by returning to the appropriate place in Blackboard after the work has been posted.

8. Grading Criteria

You must complete **ALL** assignments **and** achieve a **minimum of 800 points** (80%). Simply receiving 800 points will not allow you to become certified. You must complete all assignments and discussions, in order to successfully pass this course and receive your certificate. Also, please note that course feedback is of utmost importance - you will not receive your certification unless you complete the evaluation at the end of the course.

GRADING	SCALE
LETTER	POINTS
A = 90-100%	900-1000
B = 80-89%	800-899
C =70-79%	700-799
D =60-69%	600-699
F =0-59%	0-599

9. COURSE POLICIES

9.1 Students with Special Needs

Students who need disability-related classroom accommodations are encouraged to register for support services with the Office of Services for Students with Disabilities. <http://www.nvcc.edu/current-students/disability-services/index.html>

Participants who need disability-related classroom accommodations are encouraged to contact the instructor prior to the second week of the course.

9.2 Academic Honesty

It is the philosophy of the Extended Learning Institute that all participants should adhere to the student code of conduct found in the Student Handbook and under ELI Policies and Procedures.

<http://eli.nvcc.edu/elipps.htm>

Scholastic Dishonesty:

Officials of Northern Virginia Community College certify successful completion of work for degrees, diplomas, and certificates when satisfied that the absolute integrity of the student has been maintained in the completion of such work. It is imperative that students maintain a high degree of individual honor in their scholastic endeavors.

Scholastic dishonesty will not be condoned under any circumstances. In the event that a student is suspected of violating the College's policy on scholastic dishonesty, the faculty member directly involved will investigate the matter. If the faculty member believes the student has violated the policy, the faculty member will inform in writing his or her Academic Dean and the student of the evidence and the intended question, the assignment of a failing grade for the course, and /or a recommendation for possible dismissal from the College. If the faculty member recommends that the student should be dismissed from the College, then the Academic Dean must contact the Vice President for Academic Affairs and the Vice President for Student Affairs.

The Dean will immediately forward all written records to the Vice President for Student Affairs or designee. When the Vice President for Student Affairs or designee receives information that a student has allegedly violated a rule,

regulation, policy, or procedure, then the administrator will initiate the Vice President for Student Affairs Disciplinary Proceeding Procedure. The Vice President for Student Affairs will contact the Vice President for Workforce Development in the case of Workforce Development courses.

If a student disputes the final course grade, then the student may follow the Final Grade Appeal Process.

9.3 Late Work Policy

Projects and discussions are due on specific dates (this is NOT a correspondence course to be completed when convenient). Late work will **NOT** be accepted unless there are extenuating circumstances and it will be up to the instructor to determine whether or not to accept the assignment.

NOTE: Should you run into an instance where your work will be late you **must** communicate with the instructor **prior** to the due date for that assignment. If you fail to contact the instructor **prior** to the due date for the assignment, your grade for that assignment will be penalized.

9.4 Course Withdrawal

You may withdraw from a distance learning course without grade penalty by the [Last Withdrawal Date without F](#). For your specific course dates, refer to the Quick Start Syllabus mailed to you by ELI. For additional information, see [Enrollment Dates and Withdrawal Policy](#). Use [NovaConnect](#) (preferred method) or Telephone NovaConnect (also see [How to Drop With Refund](#)) to withdraw before the Last Withdrawal Date. If you withdraw from a course after your [Last Withdrawal Date](#), you will receive an "F" for a grade.

Important Notes:

Students who do not start their distance course within the first two weeks will be dropped with no refund.

Students who do not send in their minimum required assignments as specified by the instructor by the [Inactive Student Withdrawal](#) date will be administratively withdrawn from the course with no refund. Consult the course syllabus for this information.

Instructors also have the option of withdrawing (without refund) students who are not meeting course progress requirements by the [Last Withdrawal Date without F](#). However, students who expect a W are responsible for withdrawing themselves in [NovaConnect](#) before the last withdrawal date.

If you are past your [Last Withdrawal date without F](#) but have mitigating circumstances that prevent you from finishing the course, your instructor may agree to assign a W grade. To request a W, complete a [Withdrawal Initiated by Student form](#) and submit it to your instructor with supporting documentation that justifies your request

9.5 Course Disclaimer

Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the course. This may depend, in part, on the progress, needs, and experiences of the participants.