Please submit the typed original with all required signatures to the Graduate Council
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: _____

Banner Abbreviation:

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Faculty member(s) who
are creating the course:

_____

Contact Person: _____   Graduate Program Proposing Change: _____

Course Description:

Rationale for Offering the Course:

Is there a similar undergraduate course?   Yes   No   If so, how does this graduate course differ?

Discipline Prefix: _____

If more than one provide rationale:

Credits: _____

Brief rationale for level choice:

Level: 7000   8000   9000

Additional Requirements: Laboratory Hours: _____   Pre-Practicum Hours: _____   Practicum Hours: _____

Fieldwork Hours: _____   Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: a Required Course   an Elective   Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course?   Yes   No

If yes, How often? _____

What is the Expected Average Enrollment?: _____

Which semester will this course first be offered?: _____   How often thereafter to be offered?: _____

Does this course affect offerings in any other department or program?   Yes   No   If yes, please explain.

Is this an Extended Campus course?   Yes   No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

☐   Reviewed by Dean: _____

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer:_____Date:_____

Department Chair:_____Date:_____

Graduate Council Chair: _____Date:_____
(Indicates Graduate Council approval)

President:_____Date:_____

Developing Quality Online Learning
EDUC XXX
Spring 2021
(3 credits)

<u>**Instructor:**</u>	**Michael B. Leamy, Ed.D**
<u>**Office:**</u>	Online by appointment
<u>**Office Hours**</u>:	You can set up an appointment via zoom as needed. You can email me or call or text me on my cell phone
<u>**Telephone**</u>:	978-906-3512
<u>**E-Mail:**</u>	mleamy1@fitchburgstate.edu

COURSE DESCRIPTION:

This course provides foundational and advanced knowledge and skills needed to design and deliver high quality online learning experiences. You will explore the history of online learning and best ways to design online instruction while establishing supports for learners in the online learning environment. Topics will include approaches to effective instructional design; theories and principles of online learning, setting expectations for participants, establishing and maintaining presence and community, interactions and collaborations, effective feedback and assessment, and overall engagement.

TAKING AN ONLINE COURSE:

I would encourage everyone to familiarize yourselves with the general format of the class and its expectations. Please be sure to view the video within Blackboard which reviews the format of this course. As the class is online, it is essential to be self-motivated and to manage your time. I strongly recommend that you stay active in the class and the discussions on a regular basis, as this is a part of your grade. Also, make use of the supports available to you. All these supports are detailed in the Student Introductory Course within your Blackboard account. The class itself is a great resource. In addition, make sure to ask me any questions that you have. I am readily available via email. Also, remember that the IT Helpdesk is available 24/7 by emailing helpdesk@fitchburgstate.edu or by calling 978-665-4500.

TEXTS:

There is no required textbook. All readings are in Blackboard. Topics/Folders are as follows:

1. History of Online Learning
2. What Does Quality Look Like?
3. Course Development
4. Course Structure
5. Consistent Design
6. Teaching & Learning

7. Effective Communication
8. Regular Connections
9. Engaging Learners
10. Building Community
11. Student Groups
12. Faculty Supports
13. Student Supports
14. Effective Feedback
15. Using Media for Feedback
16. Student Assessment
17. Continuous Improvement
18. Institutional Commitment
19. Planning
20. Infrastructure

Additional Readings:

There is no formal textbook, rather a series of videos, links and current articles on the subject matter.

C. LEARNING OUTCOMES / OBJECTIVES:

1. Knowledge of operations and facilitation of online programming

2. Effective instructional design

3. Regular and meaningful communication

4. Building presence and community

5. Feedback and assessment

FITCHBURG STATE UNIVERSITY TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Knowledgeable

Caring — *Educator as Reflective Leader* — *Ethical*

Skillful
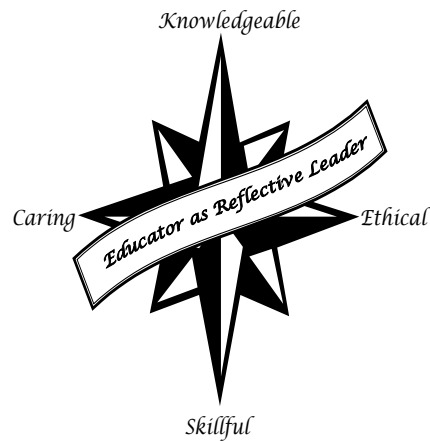
This course will address the dispositions of the Conceptual Framework in the following way. Each item below is an objective of the course experience.

Knowledgeable: **As a result of the learning experiences in the course, you will become:**
  --cognizant of what is needed to build and offer quality online offerings.
  --knowledgeable about the history of online learning
  --knowledgeable of the instructional design process for online offerings.
  --knowledgeable of what is required for quality online instruction.
  --cognizant of meaningful online interactions and communications.
  --knowledgeable of the learning environment that best meets the needs of online learners.
  --knowledgeable of supports for online students and instructors.
  --cognizant of the importance of feedback and assessment.

Skillful: As a result of the learning experiences in the course, you will:
  --use an effective approach to design and deliver online offerings.
  --communicate constructively with all stakeholders in an online learning community.
  --create an online learning environment that is engaging, meaningful and rigorous.
  --describe effective communications and connections in the online environment.
  --use current tools and technology to engage online interactions.
  -- use effective management strategies and appropriate supports for all parties in an online learning
    community.
  -- build effective learning modules based on current practices.

Caring: As a result of the learning experiences in the course, you will become more competent in:
  --acting in accordance with what is most beneficial for the student(s);
  --creating a classroom that is safe, friendly, and a stimulating in the online environment.
  --involving all parties as partners in the online learning environment.

Ethical: As a result of the learning experiences in the course, you will become more competent in:
  --responding fairly to a student's cultural background as it may affect learning and behavior;
  --examining the ethical issues associated with developing and implementing online offerings.
  --modeling high standards of ethical behavior (including maintaining the confidentiality of the student) in
    the online environment.

TECHNOLOGY INITIATIVES: Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems. Teacher candidates will utilize technology as:

- a means of presenting information;
- a tool for the analysis of data;
- a means of communicating with others.

Fitchburg State University Library Online Services: The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

INSTRUCTIONAL STRATEGIES:

X	Lecture/Presentation	___	Data Collection and Analysis
X	Discussion/Questioning	___	Pre-Practicum or Field Experience
___	Laboratory	___	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery	___	Field Trip
___	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by
X	Reflective Response		Discussion
X	Creating Visual Illustrations of Concepts	___	Other:

COURSE ORGANIZATION

The course is an online course, therefore, instruction, assignments, etc. will be delivered in a on-line format.

Typically, each module will contain a document depicting the requirements for the specific module along with assignments. However, these topics may vary according to the background, interests, and needs of students enrolled in the course.

COMMUNICATING WITH THE PROFESSOR

You may contact me via email or by cell phone when necessary. I will return all emails or phone calls within a 48-hour period. IF YOU DO NOT HEAR BACK FROM ME WITHIN 48 HOURS PLEASE RESEND THE EMAIL (something could have happened and I didn't receive it). All electronic communication will be made through either the email or blackboard, so please check each of those frequently (suggested at least twice per week). I am also available to meet in-person by appointment.

COURSE CONTENT/ TOPICS AND ASSIGNMENTS:

The following outline is approximate and is subject to change with appropriate notice. The font size is small in order to fit the whole calendar on one page for your convenience

Unit	Topic	Assignments & Activities
1	Overview, Guidelines, & Associations	**Readings:** History of Online Learning What does Quality Look like Weekly Video Lecture **Assignments:** Weekly Discussion posts
2	Instructional Design & Content	**Readings:** Course Development Course Structure Consistent Design Teaching & Learning Weekly Video Lecture **Assignments:** Weekly Discussion posts Instructional Design Project
3	Communication	**Readings:** Effective Communication Regular Connections Engaging Learners Weekly Video Lecture **Assignments:** Weekly Discussion posts
4	Presence & Community	**Readings:** Building Community Student Groups Weekly Video Lecture **Assignments:** Weekly Discussion posts Research Paper
5	Supports	**Readings:** Faculty Supports Student Supports Weekly Video Lecture **Assignments:** Weekly Discussion posts Student Support Assignment
6	Feedback & Assessment	**Readings:** Effective Feedback Using Media for Feedback Student Assessment Continuous Improvement Weekly Video Lecture **Assignments:** Weekly Discussion posts
7	Staffing & Resources	**Readings:** Institutional Commitment Planning Infrastructure Weekly Video Lecture **Assignments:** Weekly Discussion posts Final Project

Course Requirements and Description of Assignments: *Each assignment will be accompanied by a specific description of the requirements and evaluation criteria.*

1. **Forum/Discussion Board:** Each week there will be at least one discussion board forum posted within the course. Candidates are expected to respond once to the original question as well as a response to at least two classmate's post. Please refer to the rubric on discussion forum grading.

2. **Student Support Assignment.** Candidates will research supports for online students and will create a power point depicting their findings for their classmates to review. Assignment details and rubric will be provided.

3. **Research Paper** : Candidates will research and prepare a paper that discusses effective online interactions from instructor to student and student to student.

4. **Instructional Design Project**: Candidates will research instructional design and will create a resource to present their findings in the form of audio or visual representation. Assignment details and rubric will be provided.

5. **Final Projects:** Candidates will create a full unit for online learning with an emphasis on quality engagement and present a reflection paper speaking to the theories and their analysis on why it will be effective.

ASSISTANCE AND SUPPORT:
If you have questions or concerns about what is being addressed in class or about some aspect of an assignment, **do not hesitate to ask the instructor.** In addition to the instructor, there are other sources of support (writing skills, math skills, counseling, etc.) on campus in the Academic Success Center. Please refer to the Library Resources tab to understand APA style for citations, etc.

Evaluation:
Your grade will be determined according to the quality of your work on each of the following:

1. Forum Discussion Board Responses and Zoom Participation-10%
2. Student Support Assignment-20%
3. Research Paper-20%
4. Instructional Design Project– 20%
5. Final Project – 30%

Grading Scale

FITCHBURGSTATE Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79

2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

Independent assignments should be completed by the individuals receiving credit for the assignment. All resources—people and materials—must be cited appropriately.

Late Assignments*:* An assignment is considered late if it is passed in after the date and time it is due. Late assignments will receive a **5% reduction in the overall grade for each day it is late.**

COURSE POLICIES

Policy on Academic Integrity
Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State Grade Appeal Policy in your Student Handbook.

Policy on Disability
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed with the instructor as soon as possible.

Policy on Writing
Students preparing to be teachers must serve as role models of good oral and written communication. The grade will reflect the quality of the written material.

Computer Literacy Requirement
All assignments must be typed, doubled-spaced and formatted in APA style when appropriate, using computer word processing for all assignments (unless otherwise instructed). Candidates are encouraged to use email as a method of communication. Use of the Internet to obtain information, ideas, and

resources is also encouraged. Candidates are also strongly encouraged to access the Blackboard system, as course documents will be posted on the site for your convenience.

Copyright Policy
You are reminded that, in preparing materials for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See "Student Handbook" for more details.

Contacting the Professor
Email is the preferred method of communication. Contacting the professor via email allows you to maintain a written record of correspondence. Please allow 24 hours for the professor to respond to your email. If you do not receive a response within 24 hours, please resend your original email. As this is an online course, the instructor will be checking the course and email on a regular basis.

Office Hours
Once again as this is an online class, the easiest solution is to email or call the professor and set up time to connect as needed.

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Assignment #1: Instructional Design Project

Candidates will research instructional design and will create a resource to present their findings in the form of audio or visual representation.

Your research for this assignment should include a multitude of different viewpoints and perspectives.

In the end, you will create a resource that you can share with your selected audience in the form of an audio recording, a video recording or a screen capture presentation. Essentially, you will assume this presentation is for a specific target audience in which you will detail your expectations for instructional design. You can be the Director of Instructional Design and creating this video for your designers, you can be an Instructor, detailing why the class is designed the way it is, or you could be an administrator detailing your main concerns on instruction design and what it means to the institution.

Your deliverables are as follows:
1. An introduction of the target audience

2. The actual presentation (roughly 5 minutes)

3. Reflection paper on your research and presentation

See associated Rubric

Assignment #2: Research Paper

Candidates will research and prepare a paper that discusses effective online interactions from instructor to student and student to student.

This paper will focus on effective interactions in an online setting. The interactions should focus on instructor to student and should include student-to-student interactions. You can select a specific area of concern such as discussions in the online setting or take a more holistic approach to address all types of interactions.

The research should focus on what are effective strategies, approaches and methodologies.

You will also spend time with your analysis of the research and how it can/should be implemented for success in the setting or activity that you have selected.

 At a minimum, you will deliver the following:
1. Overview of research or selected area of interest

2. Research on this area

3. Implementation and analysis

This paper should be a minimum of 5 pages and not to exceed 8 pages.

See associated Rubric

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Assignment #3: Student Support Assignment

Candidates will research supports for online students and will create a power point depicting their findings for their classmates to review.

This assignment will concentrate on student support or instructor support for online education or training. You will select which audience you want to address, either instructors or students and you will then conduct research on what this audience needs and how to best develop and deliver the supports for them.

The research should focus on both the needs and current approaches.

Similar to your research paper, you will also spend time with the implementation and your analysis of the research.

At a minimum, you will deliver the following:
1. A presentation to present your findings and your implementation of support for the selected audience

   a. The presentation should be 10 – 15 slides or slide equivalents.

2. An annotated bibliography of your research

3. A short paper detailing your implementation plan.

   a. This implementation paper should be 3-5 pages

See associated Rubric

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Assignment #4: Final Project

This assignment will bring everything together as candidates will create a full template or complete structure for an online offering. Within the complete structure, there will be a focus on at least one comprehensive unit. Students will demonstrate their knowledge of both solid instructional design and engaging content and interactions.

At a minimum, you will deliver the following:

1. An overview of the audience and objectives of the online content.

2. Full design/structure of the online environment. Students will have a shell created in our learning management system (aka Blackboard) but may use a different LMS as long as they receive permission from the instructor.

    a. Not all content needs to be fully developed and built, but the complete course frame/shell needs to be built. (See below #3 for further explanation)

3. One complete unit or lesson needs to be developed. This will include all the content that the learner/participant/student will need from start of this unit through completion.

    a. For example, this could be a unit, a week, or a traditional online module. It does not need to be an entire semester or full curriculum.

4. A reflection paper that discusses all the key elements in the course and your design along with discussion on your decision-making process and implementation.

See associated Rubric