

Syllabus

Course Description

Golden West College offers a comprehensive two-step Online Teaching Certification program. Designed for faculty interested in teaching online or hybrid courses, this certification entails successful completion of both Level 1 and Level 2. Building upon the foundational knowledge gained in Level 1, Level 2 delves deeper into the intricacies of effective online instruction. While Level 1 introduces the basics of navigating Canvas, Level 2 emphasizes pedagogical best practices and compliance with legal requirements in online education. Over the course of four weeks, participants actively engage in creating and refining Canvas content such as modules and assignments through collaborative peer reviews. This course concludes with a Capstone Project, providing an opportunity to showcase the skills and content developed throughout Level 2 which is evaluated using college, district, state, and federal and best practices guidelines.

Prerequisite

All participants must have successfully completed Level 1 at GWC before taking Level 2.

Course link

<https://coastdistrict.instructure.com/courses/109924>

Online Team

M. Reza Mirbolooki

Level 2 Instructor, Distance Education Advisory Committee (DEAC) Faculty Training Coordinator

Email: mmirbolooki@gwc.cccd.edu (Canvas Inbox preferred)

Julie Uyen Nguyen

Online Instructional Associate

E-mail: unguyen@gwc.cccd.edu

Alana Krause

Online Distance Education Librarian

E-mail: akrause1@gwc.cccd.edu

Student Learning Outcomes

1. Demonstrate an understanding of how equity, inclusion, and academic rigor are incorporated into online instructional practices.
2. Identify compliance regulations, particularly regarding accessibility, and understand their impact on the online student experience.
3. Create strategies and methods to ensure compliance with Regular Substantive Interaction (RSI) regulations in online teaching practices.
4. Develop an awareness of design challenges inherent in online learning environments and apply instructional design principles to effectively address them.

Course Learning Objectives:

By the end of the course, participants will be able to

Homepage/Syllabus

1. create a visually engaging homepage within the online platform.
2. easily access the full syllabus via the syllabus link located in the left-hand Course Navigation Menu.
3. identify and utilize multiple means of contacting the instructor as posted within the course materials.
4. understand the expected response times and preferred mode of course communications as posted within the course materials.
5. locate and reference the listed Student Learning Outcomes (SLOs) within the course materials.
6. access and comprehend the posted course policies.
7. articulate the expected number of hours and workload needed to complete the class for the students based on the information provided within the course materials.
8. identify the posted grading criteria and standards, including guidance on the frequency of feedback and where/how to access it.
9. understand the policies and expectations regarding academic honesty as posted within the course materials.
10. locate and access institutional policies, contacts, and links for supporting learners with disabilities as posted within the course materials.
11. locate and utilize technology support resources and contact information as posted within the course materials.
12. understand any software and/or additional course costs as posted within the course materials.
13. locate and access links or direct access to required software as posted within the course materials.

Orientation module

14. create an orientation section which includes a comprehensive introduction to the course structure and navigation.
15. present the skills and knowledge students need to succeed in the course.
16. set up a process in which students must complete an orientation assignment where they introduce themselves to the online class.
17. set up the orientation module with requirements so that students must view (or submit) all pages and assignments in the module before advancing.
18. set up requirements so that students must move through the module's content in sequential order.

Educational modules: Organization & Design

19. assign descriptive titles to modules.
20. list goals/objectives/outcomes in each module.
21. chunk page content into segments with clear headings and organization.
22. ensure content flow is consistently structured, logically sequenced, and easily navigable.
23. activate and maintain unbroken links to any outside materials.
24. cite materials and resources used when necessary and appropriate.
25. demonstrate recent efforts to update materials and keep content current/relevant for students.
26. ensure course materials reflect diverse identities rather than homogeneous representation

(e.g., images, readings, assignment prompts, etc.).

27. establish Prerequisites in modules to require students to view the previous module before accessing the next.
28. implement requirements in modules to ensure students view (or submit) all pages and assignments before advancing.
29. set up requirements so that students must move through the module's content in sequential order.

Educational modules: Assignments & Grading

30. include multiple types of formative and summative assessments in each module.
31. write assessment instructions clearly and with sufficient details to ensure understanding.
32. encourage and facilitate student interaction with both their instructor and classmates in each module.
33. integrate graded and required student-to-student contact into each module.
34. present clear guidelines and grading standards to explain the quality and quantity of student-to-student interactions.
35. utilize Canvas's built-in feature to split students into multiple smaller discussion groups for at least one discussion assignment.
36. utilize both the Respondus LockDown Browser and Respondus Monitor for at least one assessment.
37. provide rubrics for desired outcomes and explain how each assignment will be evaluated.
38. ensure assignments reflect efforts to promote academic integrity and utilize identity authentication measures.

General course requirements

39. reflect a projected term schedule on Canvas deadlines for announcements, modules, assignments, etc.
40. ensure all course content meets mandatory accessibility requirements.
41. utilize a variety of media throughout Canvas, including text, audio/video, and images.
42. provide a detailed instructor introduction somewhere in the homepage/syllabus/orientation.
43. post at least one accurately closed-captioned video showing the instructor in the homepage/syllabus/orientation.
44. create announcements corresponding with assigned materials for each week.
45. offer students opportunities to provide feedback regarding course design and content through mid-semester and end-of-semester course surveys.
46. edit the Course Navigation Menu to only include links relevant to the class.
47. add an engaging image to the course card visible in the Canvas Dashboard.
48. empty the practice course of all content outside of the requirements for Level 2.
49. publish the practice course.

Course Policies

Assignment Deadlines

Most of the homework deadlines are staggered throughout the week on Wednesdays and Fridays at 11:59pm. The final project must be submitted by 11:59pm on Sunday. Due to the nature of this training course, which relies heavily on peer reviewed assignments, late work cannot be accepted.

Grading & Participation

Participants must complete all development tasks and all peer reviews in all modules in order to pass Level 2. Additionally, since Level 2 is not self-paced, all assignments must be submitted on time in order to earn credit. Participants must also earn the score of "aligned" in all categories of the Online Teaching Certification Capstone Project in order to pass Level 2. Please regularly review the written feedback and completed rubrics in your Grades section.

No Shows

Participants who do not log in and complete the Development Shell Submission assignment during Week 1 of Level 2 will be dropped from the training.

Technology Requirements

This training course requires regular access to a computer. Since one of our Part 1 tech tasks will be to include a video of ourselves (e.g., a welcome video) in our practice course shell, a webcam with working camera and microphone is required. Although Canvas is fairly intuitive, contact campus IT or the 24/7 Canvas help line listed on the course homepage with any technological difficulties.

Time Commitment

Participants should expect to spend about 10 hours per week on Level 2.

Training Deferment

Faculty with extenuating circumstances may defer Level 2 for one semester after successfully completing Level 1. Winter and Summer Level 1 graduates may defer Level 2 to Fall. Similarly, Fall Level 1 graduates may defer Level 2 to Spring. In addition, faculty needing to defer Level 2 for a longer period of time must take or repeat the self-paced Level 1 Qualification for Previously Trained Instructors course. Once Level 1 has been repeated and the certificate of completion provided, you will be enrolled in an open section of Level 2.

Course Schedule

Week 1 Assignments

- Familiarize yourself with Level 2.
- Submit your development shell URL.
- Begin developing your course homepage, syllabus, and orientation module.
- Finish and submit your course homepage, syllabus, and orientation module for peer review.
- Evaluate the homepage, syllabus, and orientation module of two of your colleagues.
- Begin developing your first content module.

Week 2 Assignments

- Finish and submit your first content module for peer review.
- Evaluate the first content module of two of your colleagues.
- Begin developing your second content module.

Week 3 Assignments

- Finish and submit your second content module for peer review.
- Evaluate the second content module of two of your colleagues.

GWC Online Teaching Certification- Level 2: Compliance and Best Practices in Online Instruction

- Begin finalizing all aspects of your practice course, perfecting all content created Weeks 1-4.

Week 4 Assignments

- Finish and submit your entire practice course for peer review.
- Evaluate the entire practice course of two of your colleagues.
- Submit your practice course (i.e., your Online Teaching Certification Capstone Project) for final Level 2 evaluation.

GWC Online Instruction Rubric

The course framework is aligned with the GWC Online Instruction Rubric, which was derived from the GWC Distance Education Handbook created by the Distance Education Advisory Committee and approved by the Academic Senate on December 11, 2017.

Resource: GWC Distance Education Handbook

For more information about Online Instruction at Golden West College, please see the GWC Distance Education Handbook created by the Distance Education Advisory Committee on December 11, 2017, reviewed by the Coast Federation of Educators/AFT Local 1911 on February 9, 2018, by GWC's Council for Curriculum and Instruction on May 1, 2018, and approved the Golden West College Academic Senate on April 24, 2018. This rubric also meets the requirements of Title 5, ACCJC, and the U.S. Department of Education, and CCCD's AP 4105 Distance Education on Regular and Substantive Interaction/ Regular and Effective Contact.