

490 Sawgrass Corporate Parkway, Suite 120  
Sunrise, FL 33325

Instructional Design: Course Design/Redesign Manual

Written By

Dr. Brenda I. López Ortiz  
Instructional Designer

Approved by  
Dr. Elizabeth “Ely” Ríos  
Academic Dean

Table of Contents

[Instructional Design: Course Design/Redesign Manual 1](#_Toc413403958)

[Table of Contents 2](#_Toc413403959)

[Introduction 3](#_Toc413403960)

[Rationale 3](#_Toc413403961)

[Student-centered Learning 3](#_Toc413403962)

[Adult Learning 3](#_Toc413403963)

[The Course Development Cycle 4](#_Toc413403964)

[Initial Design/Redesign 4](#_Toc413403965)

[Course Design Team 4](#_Toc413403966)

[Course Approval 4](#_Toc413403967)

[Course Revision 4](#_Toc413403968)

[The Instructional Design Approach 5](#_Toc413403969)

[Course Design/Redesign Steps 8](#_Toc413403970)

[Program Map Review 8](#_Toc413403971)

[Course Goals 10](#_Toc413403972)

[Course Assessment(s) 12](#_Toc413403973)

[Course Topics & Objectives 22](#_Toc413403974)

[Weekly Units 28](#_Toc413403975)

[Course Workload 28](#_Toc413403976)

[Engagement 28](#_Toc413403977)

[Preparation 29](#_Toc413403978)

[Course Syllabus 34](#_Toc413403979)

[Course Policies 34](#_Toc413403980)

[Course Design/Redesign Review & Submission 35](#_Toc413403981)

[References 36](#_Toc413403982)

Introduction

The purpose of this course development manual is to provide guidance on the development of UNAD Florida courses that (1) foster meaningful, effective and efficient student learning, and (2) meet the standards of accrediting organizations.

Rationale

The instructional design process in this manual implements student-centered and adult learning principles.

Student-centered Learning

Recent perspectives on education advocate for the design of learning experiences that are student-centered. Student-centered learning is more meaningful than traditional, lecture-based learning because it is active, constructive, cooperative, authentic and intentional (Howland, Jonassen, & Marra, 2012).

1. Active (manipulative/observant) – learners interact with their environment, manipulate objects, and observe the effects
2. Constructive (articulative/reflective) – learners construct interpretations based on what they observe, articulate what they have accomplished and reflect on the experience
3. Cooperative (collaborative/conversational) – learners negotiate a common understanding of the task and the methods to accomplish it. This exposes learners to multiple perspectives as they become part of knowledge-building communities.
4. Intentional (goal-directed/regulatory) – learners engage in activities with goals that go beyond answering test questions.
5. Authentic (complex/contextual) – the goals are directly related to their daily lives and/or their future practice as professionals in their fields.

Adult Learning

A series of theories and theorists have focused on the learning of adults. They describe learning as intrinsic (Wang, 2010), self-directed, interrelated with prior experience, and transformational (Parker, 2010).

1. Intrinsic – learners have internal motivation to learn. External factors contribute to their interest in learning, but they also pursue learning for the sake of learning as well.
2. Self-directed – learners have the capacity of regulating their own efforts to learn
3. Interrelated with prior experience – adult learners bring a great deal of prior experience (personal and professional) to the learning table. Tapping into those experiences can help establish a connection between new and prior knowledge which can strengthen learning.
4. Transformational – learners critically reflect on what they learn which also strengthens learning

The Course Development Cycle

Initial Design/Redesign

Courses at UNAD Florida undergo a comprehensive design/redesign process. This helps ensure that courses are designed according to institutional policy and that they are consistent with current educational perspectives that view learning as a student-centered enterprise. The course design/redesign process is an iterative and collaborative process in which course design teams follow the steps listed under “The Instructional Design Approach” section below.

Course Design Team

Every course is designed and developed by a team that includes at least a faculty member of the corresponding program and/or subject matter/content expert (SME) and an instructional designer (ID) (Distance Education and Training Council (DETC), 2014, Standard II C; Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 2012, Standard 3.4.10). The faculty member/SME possesses a terminal degree in the subject domain the course belongs. SMEs with a Master’s degree may collaborate in the design/redesign of undergraduate courses. The instructional designer possesses a terminal degree in instructional technology and is competent in course design, distance learning, pedagogy and assessment (Distance Education and Training Council (DETC), 2014, Standard II G). The role of the ID is to communicate course design expectations, and guide the SME in the pedagogical aspects of the design of the course. The role of the SME is to determine the course goal(s)/objective(s), the assessment instruments that most authentically evidence the achievement of goal(s)/objectives, the learning materials and activities that can best guide students in achieving them.

Course Approval

UNAD FL requires that each program and course that is developed undergoes a rigorous approval process (SACS 2012, Standard 3.4 All Educational Programs) to ensure that (1) it is consistent with the university mission, (2) it contributes to the comprehensiveness of the program curriculum, (3) it has measurable outcomes, (4) its learning materials and activities contribute to the achievement of outcomes, (5) its assessment instruments provide evidence of the achievement of goals and objectives, and (6) that the course abides by all institutional policies.

The course approval process will begin with the instructional designer’s evaluation of the newly designed/redesigned course using UNAD FL Online Course Score Card. If deemed necessary, the course will be resent to the faculty member/SME for updating sections of the course that do not meet the standards set forth on the Score Card. The course will then be submitted to the Dean of the corresponding school for review. The final step in the process entails final approval by UNAD FL’s Academic Dean.

Course Revision

UNAD courses must be reviewed at least once a year to ensure that (1) all course content and materials are up-to-date, and (2) course quality is maintained (Distance Education and Training Council (DETC), 2014, Standard II E & I). At the end of each term, course instructors will complete the Course Review Form. The instructor will use this form to identify course areas in need of revision and to indicate suggestions for improvement. Content errors that require immediate editing will be corrected by the course instructor and/or instructional designer. When the course instructor makes the changes, s/he will also notify the instructional designer about the necessary edition in the course master shell. Courses will be revised as needed.

The Instructional Design Approach

The approach to instructional design guides course development teams from initial alignment of proposed course to program outcomes to final implementation in Moodle, UNAD Florida’s learning management system of choice. It is loosely based on the Dick and Carey model (Dick, Carey, & Carey, 2014). Modifications have been introduced to emphasize design activities that contribute to output a learner-centered experience. The revised Bloom taxonomy is recommended for the development of objectives (Anderson & Krathwohl, 2001). The following diagram depicts the approach to instructional design at UNAD Florida. Zoom in as necessary to enable readability.

Course Design/Redesign Steps

This section discusses the steps in the course design/redesign process and indicates the relevant documents that need to be consulted/created.

Program Map Review

1. Review program map. Determine the scope of the course within the program framework. Determine the Institutional Core Competencies (and the General Education Institutional Outcomes for undergraduate courses) with which this course will be aligned.

To comply with accreditation standards and to ensure a comprehensive learning experience for students, program faculty needs to ensure they provide a curriculum that is sufficiently comprehensive for students to achieve the stated program objectives and that its content is supported by sound research and practice (Distance Education and Training Council (DETC), 2014, Standard II C). The specific course under consideration needs to contribute to provide a coherent course of study appropriate to higher education (Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 2012, Standard 2.7.2). Review the program website to determine whether courses assigned for redesign are Bachelor’s, Master’s or Doctoral program courses, and whether they are general education courses (for undergraduate courses).

Bachelor’s Programs

1. [Bachelor of Arts in Mass Communication](http://www.unad.us/index.php/undergraduate/55-bachelor-of-arts-in-mass-communication)
2. [Bachelor of Arts in Social Psychology](http://www.unad.us/index.php/undergraduate/54-bachelor-of-arts-in-social-psychology)
3. [Bachelor of Science in Industrial Administration](http://www.unad.us/index.php/undergraduate/56-bachelor-of-science-in-industrial-administration)
4. [Bachelor of Science in Commercial and Marketing Administration](http://www.unad.us/index.php/undergraduate/57-bachelor-of-science-in-commercial-and-marketing-administration)
5. [Bachelor of Science in Systems Engineering](http://www.unad.us/index.php/undergraduate/58-bachelor-of-science-in-systems-engineering)

Master’s Programs

1. [Master of Business Administration](http://www.unad.us/index.php/graduate/62-master-of-business-administration)
2. [Master of Arts in Education Specialization in Higher Education](http://www.unad.us/index.php/graduate/61-master-of-arts-in-education-specialization-in-higher-education)
3. [Master of Arts in Education Specialization in Online Education](http://www.unad.us/index.php/graduate/60-master-of-arts-in-education-specialization-in-online-education)
4. [Master of Arts in Teaching English as a Foreign Language](http://www.unad.us/index.php/graduate/59-master-of-arts-in-teaching-english-as-a-foreign-language)

Doctoral Programs

1. [Ed in Educational Technology](http://www.unad.us/index.php/doctoral/65-ed-in-educational-technology)
2. [DBA Administration Management Specialization](http://www.unad.us/index.php/doctoral/64-dba-administration-management-specialization)
3. [DBA International Business Specialization](http://www.unad.us/index.php/doctoral/63-dba-international-business-specialization)

Program courses must also be aligned with the Institutional Core Competencies (See the “Institutional Core Competencies” section of the Academic Catalog). Undergraduate program courses in the general education portion of the program must be aligned, in addition, to the General Education Institutional Outcomes (See the “General Education Institutional Outcomes” section of the Academic Catalog).

A first step in this process is to review the program map to ensure the proposed course is (1) aligned with program outcomes, (2) does not overlap with other courses in terms of the knowledge, skills and dispositions that it will develop, (3) complements the other courses in the program, and (4) is aligned with one or more of the relevant Institutional Core Competencies and General Education Institutional Outcomes. The program outcomes are listed below.

Bachelor’s Programs

1. Bachelor of Arts in Mass Communication (TBD)
2. [Bachelor of Arts in Social Psychology](https://drive.google.com/open?id=0B8vhriZiFysIMkNaSHlIclp2TGc&authuser=1)
3. [Bachelor of Science in Industrial Administration](https://drive.google.com/open?id=0B8vhriZiFysId3VzZlgxNEtfcTQ&authuser=1)
4. [Bachelor of Science in Commercial and Marketing Administration](https://drive.google.com/open?id=0B8vhriZiFysINlEyRFJYQzZqQk0&authuser=1)
5. [Bachelor of Science in Systems Engineering](https://drive.google.com/open?id=0B8vhriZiFysIUHQyOVRvdVdvY0U&authuser=1)

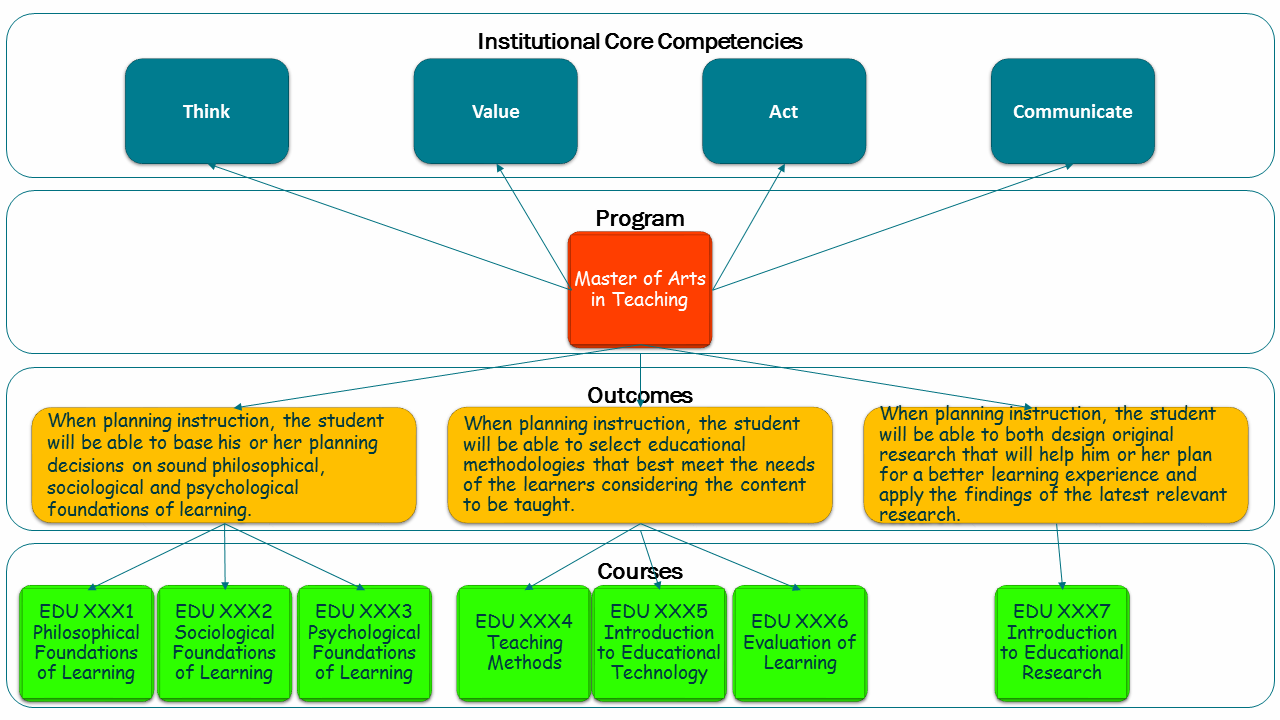
Master’s Programs

1. [Master of Business Administration](https://drive.google.com/open?id=1M_JA-waKPL_HkRVOOY73AQU6o63fQqTUpEEfLstQR5g&authuser=1)
2. [Master of Arts in Education Specialization in Higher Education](https://drive.google.com/open?id=0B8vhriZiFysIS1VMU1AydUt1aUk&authuser=1)
3. [Master of Arts in Education Specialization in Online Education](https://drive.google.com/open?id=0B8vhriZiFysIcHNqYUVERGtrX0U&authuser=1)
4. [Master of Arts in Teaching English as a Foreign Language](https://drive.google.com/open?id=0B8vhriZiFysIVWZGOUtacWpEc1U&authuser=1)

Doctoral Programs

1. [Ed in Educational Technology](https://drive.google.com/open?id=0B8vhriZiFysIdU5iZjZSOFJZWGc&authuser=1)
2. [DBA Administration Management Specialization](https://drive.google.com/open?id=0B8vhriZiFysIVXpxZzhhNjhscFk&authuser=1)
3. [DBA International Business Specialization](https://drive.google.com/open?id=0B8vhriZiFysIVXpxZzhhNjhscFk&authuser=1)

Use the [Course Design/Redesign Worksheet # 1](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet01.docx) to review the program map. The following diagram shows you an example of a program map (illustrating the alignment with the Institutional Core Competencies). Zoom in as necessary to enable readability. This document will use a course on Introduction to Research Methods as a running example.



Course Goals

1. Determine what students will be able to do in their daily lives, as practitioners in the field and/or in more advanced courses (a product or a performance) with the knowledge, skills and dispositions that are developed in the course. Determine whether they do each individually or as part of teams.

This determination must reflect current knowledge and practice in the domain the course belongs to (Distance Education and Training Council (DETC), 2014, Standard II D).

Continue to use the [Course Design/Redesign Worksheet # 1](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet01.docx) to work on the next three (3) steps of the course design/redesign process. The following table shows you an example of how to do this.

| What Students Will Be Able To Do | Individually | In Groups |
| --- | --- | --- |
| 1. Design, conduct and report on a research study following a systematic approach |  |  |

The determination of whether students normally engage individually or as part of teams in the activity in daily life and/or professional practice helps determine whether the associated learning experience needs to be designed for students individually or in groups (Dick et al., 2014).

1. Write a course goal for each of the activities students should be able to engage in as a result of this course.

Course goals must be clearly defined in measurable terms (Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 2012, Standard 3.1.1). The statement that describes what students will be able to do must include:

* 1. A verb that describes a measurable behavior students will exhibit when applying the knowledge, skills and/or dispositions they will develop in the course
  2. The context in which this behavior will be exhibited. The context can be
     1. the prevailing situation that calls for the knowledge, skills and/or dispositions
     2. an event that triggers the use of the knowledge, skills and/or dispositions
  3. The necessary tools to perform the action (if applicable) (Dick et al., 2014)

Write the goals in the second person to elicit a more personal connection with the student.

In the following example, Goal 1 was written for Activity 1 listed above. Basically, the activity is rephrased as a goal by including the applicable elements of the goal statement previously described.

Context, learner behavior tool.

When faced with a research problem, you will be able to design, conduct and report on an appropriate research study to increase your understanding of the problem and/or identify a potential solution.

\*Note the tools component has been omitted from the goal statement because it is not applicable.

Here are some **verbs we do not want to use** as the verb that describes a measurable behavior:

| Verb to Avoid | Rationale |
| --- | --- |
| Know | * Describes learning at the lowest level of cognitive performance * Does not specifically indicate how we know that they know something. |
| Understand | * Describes learning at the second lowest level of cognitive performance * Does not specifically indicate how we know that they understood something. |
| Learn | * Describes learning in terms of learning activities; NOT in terms of the use of the knowledge, skills and/or dispositions in daily lives, professional practice and/or in more advanced courses * Does not specifically indicate how we know that they learned something. |
| Demonstrate knowledge of | * Unnecessarily overcomplicates the goal statement and suffers from the same flaws as “Know” above |
| Demonstrate understanding of | * Unnecessarily overcomplicates the goal statement and suffers from the same flaws as “Understand” above |
| Apply knowledge (or skills or understanding) of | * Unnecessarily overcomplicates the goal statement * Can be simplified by using the verb that describes what students will do as they apply the knowledge to do something in their daily lives, professional practice and/or more advanced courses. |

Here are some ways in which you can rewrite a goal that is using one of the verbs to avoid:

|  |  |
| --- | --- |
| With Verb to Avoid | With Measurable Verb |
| know the steps in conducting a research literature | **review** current and relevant literature |
| understand the different types of research questions | **write** the research question for your study |
| learn about research designs to answer research questions | **select** the most appropriate research design to answer your research question |
| demonstrate knowledge of the ways to select participants or subjects to participate in the study | **select** the most appropriate types of participants or subjects to participate in the study |
| demonstrate understanding of the design of research instruments to answer research questions | **design** the most appropriate research instrument(s) to answer research questions |
| apply knowledge (or skills or understanding) of types of analysis | **determine** the most appropriate type of analysis |

For more specific guidance on writing goals, please consult the UNAD FL Learning Outcomes Handbook.

For courses belonging to the general education component of undergraduate degrees, the list of course goals must include goals for each of the relevant general education competencies identified by UNAD FL and detailed in the Academic Catalog (SACS 2012, Standard 3.5.1).

Course Assessment(s)

1. Determine what type of product(s) or performance(s) will result from the application of knowledge, skills and/or dispositions developed in this course in situations in daily life, as practitioners in the field and/or in more advanced courses. This will be the assessment(s) that will be used as evidence of the achievement of course goals.

This approach to determining the assessment means to measure achievement of course goals helps ensure that assessment is authentic; that is that the assessment reflects what would normally happen in daily life, in practice or in more advanced academic contexts. It also helps ensure that there is a direct alignment between course goals and assessment, so the assessment provides adequate evidence of the achievement of course goals (Distance Education and Training Council (DETC), 2014, Standard II F).

Assessment of learning may focus on the academic aspects of the course, but it may also consider interpersonal behavior, ethics, etc. (Distance Education and Training Council (DETC), 2014. Policy on Degree Programs). The amount of work required to prepare for and complete these assessments will help determine the amount of credit that can be assigned for the course.

The following table shows you an example that is relevant to the Introduction to Research Methods course.

| Goal # | Type of Product or Performance |
| --- | --- |
| 1 | A research report |

1. Determine the elements, components or features of a quality product or performance that results from this. Determine the characteristics of excellent, satisfactory and deficient elements, components or features and/or their description. Determine the corrective feedback students should receive if they did not achieve the expected level of performance.

This step is focused on designing a rubric or checklist to evaluate the product or performance in an accurate, fair and consistent manner (Distance Education and Training Council (DETC), 2014, Standard II. F). It also helps ensure students receive the necessary academic counseling to succeed in the course (Distance Education and Training Council (DETC), 2014, Standard IV. A).

A rubric is an instrument that identifies clear expectations for a product or performance task (Stevens & Levi, 2005; Taggart & Wood, 1998). They are very useful for judging the value of tasks or products that are more complex and/or subjective in nature (Custer, 1996 as cited in Taggart & Wood, 1998). It is a table that lays out the dimensions of a task (i.e. the elements, components or features of the product or performance), the descriptors of each and a rating scale (Stevens & Levi, 2005). Below is a template of a rubric.

| Criteria | Degrees of Proficiency | | | | Score | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

A rubric is basically just a template where you clearly present the expectations you anyway have in the back of your mind for any given assignment (Stevens & Levi, 2005). It is a way to turn an otherwise covert and seemingly chaotic grading process into an overt and systematic one.

A checklist is a simpler version of the rubric for instances when knowledge, skills and/or dispositions can be evaluated as present or absent (yes/no). Here is a template.

| Criteria | Yes | No | Score | Comments |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

To complete this step, use the [Course Design/Redesign Worksheet # 2](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet02.docx) to create a rubric or checklist for each assignment that evidences achievement of each goal.

* 1. List the elements, components or features of a quality product or performance that results from the use of the knowledge, skills and/or dispositions that are developed in the course in daily life or professional practice. These will become the criteria in the rubric. Whether you use elements, components or features, etc. of a quality product or performance depends on the nature of the product or performance. The criteria need to be expressed in clear, brief and neutral terms. Below are three different examples of types of criteria to use. The criteria can be actual sections of a paper:

| Criteria | Degrees of Proficiency | | | | Score | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Introduction |  |  |  |  |  |  |
| Review of Literature |  |  |  |  |  |  |
| Methodology |  |  |  |  |  |  |
| Findings & Discussion |  |  |  |  |  |  |
| Conclusions |  |  |  |  |  |  |

The criteria can also be qualities of the product or performance:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Degrees of Proficiency | | | | Score | Comments |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Completeness |  |  |  |  |  |  |
| Accuracy |  |  |  |  |  |  |
| Organization |  |  |  |  |  |  |

The criteria can also be steps in a process:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Degrees of Proficiency | | | | Score | Comments |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Literature Review |  |  |  |  |  |  |
| Identification of The Sample |  |  |  |  |  |  |
| Development of Instruments |  |  |  |  |  |  |

“Dimensions should actually represent the type of component skills [or knowledge and/or dispositions] students must combine in a successful scholarly work…” (Stevens & Levi, 2005, p. 10).

* + 1. Don’t forget to include “Format” as one of the criteria if it is important that students meet certain formatting requirements (e.g. paper length, reference style, etc.).
  1. Determine the point value or weight of each criterion with regards to the value of the entire assignment.
  2. Determine whether there are varying degrees of proficiency in evaluating the product or performance or whether the criteria can be evaluated by determining presence/absence.
  3. For each criterion,
     1. If you must use degrees of proficiency, write descriptions of at least four degrees of proficiency that can characterize it. The number of degrees of proficiency to use really depends on the complexity of the product or performance. Three to five levels is usually common (Stevens & Levi, 2005). Please, note that the more levels that are included, the harder it is to write accurate, non-overlapping descriptions of proficiency across levels. The description across degrees must only vary in the degree of proficiency; not in both the degree and the characteristics that define the degree of proficiency. Indicate in parenthesis the number of points (or range) that could be assigned to an element, component or feature that meets each description.

How can you vary the degree of proficiency without varying the characteristics that define the degree of proficiency? You may focus on

* + - 1. Amount
         1. How many requirements are being met?
      2. Frequency
         1. How often is the criterion observed?
      3. Intensity
         1. How much of the criterion is being observed?

Armed with this information,

1. write a description of what an excellent element, component or feature (or its description) looks like. This description identifies student work that meets all requirements, is being observed all the time or is being observed in its entirety.
2. write a description of what a satisfactory element, component or feature (or its description) looks like. This description identifies student work that meets most requirements, is being observed most of the time or is being observed almost in its entirety.
3. write a description of what a deficient element, component or feature (or its description) looks like. This description identifies student work that meets just a few requirements, is being observed few of the times or is being observed partially.
4. write a description to indicate that the element, component or feature (or its description) was missing or nonexistent. This description identifies student work that is missing, that has something completely irrelevant so none of the requirements were met, is being observed none of the time or is not being observed at all. For criteria that represents sections of an assignment in a group experience, the missing category can also represent areas of the project in which a particular group member did not take part.

The example below demonstrates the generic approach to write the descriptors.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Degrees of Proficiency | | | | Score | Comments |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |  |
| Criterion 1 | meets all requirements, or  exhibits the criterion all the time, or  exhibits the criterion in its entirety | meets most requirements, or  exhibits the criterion most of the time, or  exhibits the criterion almost in its entirety | meets just a few requirements.  exhibits the criterion few of the times, or  exhibits the criterion partially | It is not present, what is available is completely unrelated to what should be in the section or the group member did not participate in the discussion of the particular section of the assignment.  meets none of the requirements.  OR  never exhibits the criterion  no frequency  no intensity |  |  |

The next example shows a problematic rubric (Tierney & Simon, 2004). In it, you will see the unwanted inconsistency across degrees of proficiency. You will notice that the first degree of proficiency does not speak about containing ALL required elements. The second degree of proficiency does not speak about creativity and organization. The third degree of proficiency does not help in establishing the difference between “contain most elements” and incomplete. It also introduces the condition of spelling errors. The last degree of proficiency refers to organization again while it does not mention the creativity or completeness characteristics.

| Criteria | Degrees of Proficiency | | | |
| --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Journal Entries | Entries are creatively written. Procedures and results are clearly explained. Journal is well organized. | Entries contain most of the required elements and are clearly written. | Entries are incomplete. There may be some spelling or grammar errors. | Writing is messy and entries contain spelling errors. Pages are out of order or missing. |

The next example is more consistent across degrees of proficiency.

| Criteria | Degrees of Proficiency | | | |
| --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Journal Entries | Entries are complete, creatively written, *very* ***well***-organized, and do not have spelling or grammar errors. | Entries are *mostly* complete, *mostly* creatively written, ***well***-organized, or have spelling or grammar errors. | Entries are *somewhat* complete, *somewhat* uncreatively written, disorganized, and have spelling or grammar errors. | There are no journal entries or the entries contains information that is completely unrelated. |

However, because there are four important characteristics together in one criterion, accounting for all potential combinations of performance can be tricky. Separating each of these characteristics into its own criterion would be an even better approach.

* + 1. If you can evaluate by indicating presence/absence only
       1. Write a statement or question that indicates the trait that must be present or the performance task that must be observed.

| Criteria | Yes | No | Score | Comments |
| --- | --- | --- | --- | --- |
| Included a review of the literature? |  |  |  |  |
| Identified the sample? |  |  |  |  |
| Identified and/or developed the data collection instruments? |  |  |  |  |

* 1. Determine the point value or range of scores of each yes/no item or degree of proficiency with regards to the value of the criterion. Add the number of points that can be assigned to each descriptor. Here is a generic example of the rubric.

| Criteria | Degrees of Proficiency | | | | Score | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Criterion 1 | Meets all requirements. (maximum number of points) | Meets most of the requirements. (fewer points) | Meets just a few requirements. (even fewer points) | It is not present, what is available is completely unrelated to what should be in the section or the group member did not participate in the discussion of the particular section of the assignment. (0 points) |  |  |

Here’s the example of the checklist.

| Criteria | Yes | No | Score | Comments |
| --- | --- | --- | --- | --- |
| Included a review of the literature? (1 point) |  |  |  |  |
| Identified the sample? (1 point) |  |  |  |  |
| Identified and/or developed the data collection instruments? (1 point) |  |  |  |  |

Here’s an example of a completed rubric for the research report.

| Criteria | Degrees of Proficiency | | | | Score | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| Excellent | Satisfactory | Wanting | Missing / Nonexistent |
| Introduction | There is an introduction that provides complete background information and a strong justification for the study (3 points). | There is an introduction that provides background information and justification for the study. However, the background is incomplete or the justification is weak (2 points). | There is an introduction that provides background information and/or justification for the study. The background is incomplete and/or the justification is weak (1 point). | There is no introduction or what is labeled “Introduction” does not provide background information and justification for the study (0 points). |  |  |
| Review of Literature | There is a “Review of Literature” that summarizes the main findings of relevant research (3 points). | There is a “Review of Literature” that summarizes the main findings of some relevant research. However, there is no clear connection between some of the research cited and the research problem (2 points). | There is a “Review of Literature” that summarizes the main findings of research. However, there is no clear connection between most of the research cited and the research problem (1 point). | There is no review of literature or what is labeled “Review of Literature” does not review any relevant literature (0 points). |  |  |
| Methodology | There is a “Methodology” section that describes the sample, data collection and analysis methods following the recommendations of the literature on research methods (3 points). | There is a “Methodology” section that describes the sample, data collection and analysis methods. Most of the descriptions follow the recommendations of the literature on research methods (2 points). | There is a “Methodology” section that is missing the description of the sample, data collection and / or analysis methods or few of the descriptions follow the recommendations of the literature on research methods (1 point). | There is no “Methodology” section or what is labeled “Methodology” does not describe the sample, data collection and analysis methods following the recommendations of the literature on research methods (0 points). |  |  |
| Findings & Discussion | There is a “Findings and Discussion” section that provides a discussion and interpretation of the answers to the research questions. The discussion and interpretation follow logically from the data collected (3 points). | There is a “Findings and Discussion” section that provides a discussion and interpretation of most of the answers to the research questions or the discussion and interpretation mostly follow logically from the data collected (2 points). | There is a “Findings and Discussion” section that provides a discussion and interpretation of a few of the answers to the research questions or the discussion and interpretation barely follow logically from the data collected (1 point). | There is no “Findings and Discussion” section or what is labeled “Findings & Discussion” does not provide a discussion and interpretation of the answers to the research questions (0 points). |  |  |
| Conclusions | There is a “Conclusions” section that summarizes the main points of the study, and discusses implications for research and/or practice. The ideas follow logically from the evidence provided in the study (3 points). | There is a “Conclusions” section that summarizes the main points of the study, and discusses implications for research and/or practice. However, some ideas do not follow logically from the evidence provided by the study (2 points). | There is a “Conclusions” section that either summarizes the main points of the study, or discusses implications for research and/or practice, or many ideas do not follow logically from the evidence provided by the study (1 point). | There is no “Conclusions” section or what is labeled “Conclusions” does not summarize the main points of the study nor does it discuss implications for research and/or practice (0 points). |  |  |

Course Topics & Objectives

1. Determine the steps that must be performed to yield the quality product or to perform successfully as one applies the knowledge, skills and/or dispositions that will be developed in the course.

Note that these are the steps that must be performed to yield the quality product or to perform successfully; NOT to teach students how to produce the product or perform successfully NOR the steps to learn how to produce the product or perform successfully. To complete this step, create a diagram that depicts these steps in order. Number each step. Here’s an example that lists the steps necessary to design a research study whose findings will be disseminated using a research report.

Use the [Course Design/Redesign Worksheet # 3](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet03.docx) to complete this step.

1. Determine the supporting knowledge, skills and/or dispositions the learner must develop to successfully perform each step.

List each in a box under each step from the bottom up with connecting arrows. Identify as many pieces of knowledge, skills and/or dispositions as necessary. Keep on doing the procedure until you arrive at basic skills. These can be labeled as pre-requisite or entry skills if they will not be covered in the course. Separate the pre-requisite or entry skills with a dashed line. See the following example based on the Introduction to Research Methods course. Zoom in as necessary to enable readability.

1. Cluster the steps and their corresponding supporting knowledge, skills and/or dispositions into at most 15 clusters (8 clusters for summer or intensive 8-week courses). These will become the target of each weekly unit. For regular semester courses, you may use 13 clusters and leave one for the course orientation and one for course closure activities.

These weekly units will guide students to proceed through a published schedule so they develop course knowledge, skills and dispositions effectively and efficiently (Distance Education and Training Council (DETC), 2014, Standard II J). The following diagram shows an example of clustering goal steps, subordinate knowledge, skills and/or dispositions. Zoom in as necessary to enable readability.

**Week 3**

**Week 2**

**Week 4**

**Week 5**

**Week 9**

**Week 8**

**Week 7**

**Week 6**

**Week 10**

**Week 12**

**Week 11**

**Week 14**

**Week 13**

1. Label each cluster as a course topic and write an objective for each.

Learning objectives must be clearly stated and measurable (DETC 2014, Standard II C). For more specific guidance, please consult the UNAD FL Learning Outcomes Handbook. Here is an example of how to rephrase the steps listed above into course topics and their corresponding objectives for a 15-week course.

| Week # | Cluster | Course Topic | Objective |
| --- | --- | --- | --- |
| 1 |  | Course Introduction | In preparation for beginning this course, you will   * examine course materials, and * explore the learning management system. |
| 2 | 1. Identify a research problem  1.1 Define Research  1.2 Identify the steps in the research process | Introduction to Research | Before beginning a research project, you will   * define research * identify the steps in the research process |
| 3 | 1.3 Specify a problem  1.4 Justify the need to research it | The Research Problem | When faced with a situation that requires research, you will correctly identify the research problem and justify the need to research it. |
| 4 | 2. Review related literature  2.1 Locate primary and secondary research  2.2 Select specific studies  2.3 Summarize the findings | The Literature Review | When exploring a research problem, you will review current and relevant literature. |
| 5 | 3. Frame the research question  3.1 Develop research questions and/or hypothesis | The Research Question | After reviewing current and relevant literature, you will correctly frame a research question. |
| 6 | 4. Design the study  4.1 Conduct descriptive and inferential statistical analysis  4.2 Determine the research design | Research Design | Given your research question, you will select the most appropriate research design to answer it. |
| 7 | 4.3 Select the participants / subjects | Research Participants / Subjects | Depending on your research question, you will select the most appropriate participants or subjects to participate in the study. |
| 8 | 4.4 Determine the types of information necessary to answer the question  4.5 Select and/or develop the instruments that will best gather the type of information necessary to answer the question | Research Instruments | Depending on your research question, you will determine, select and/or create the most appropriate research instrument(s) to answer it. |
| 9 | 4.6 Determine the most appropriate type of analysis. | Research Instruments (Continued) | Depending on the type of instrument, you will determine the most appropriate type of analysis. |
| 10 | 5. Collect data  5.1 Follow specified procedures | Data Collection | Given a research design, you will collect data following the specified procedures. |
| 11 | 6. Analyze and interpret data  6.1 Prepare data for analysis  6.2 Conduct the specified type of analysis | Data Analysis | After collecting research data, you will analyze it following appropriate procedures. |
| 12 | 6.3 Interpret data | Data Interpretation | After analyzing research data, you will interpret it following the recommendations on the literature on research methods. |
| 13 | 7. Report findings  7.1 Writing skills  7.2 Determine the type of research report  7.3 Determine the structure for the report | The Research Report | After conducting a research study, you will determine the best type of research report to disseminate its results. |
| 14 | 7.4 Write report | Writing The Research Report | After conducting a research study, you will write a research report to disseminate its results. |
| 15 |  | Course Closure | At the end of the course, you will reflect on what you learned and how you learned it. |

Weekly Units

The weekly units will contain all the learning materials, activities and assessments required of students in the course. The following section provides guidance in determining the appropriate amount of workload so the course objectives are met by investing the appropriate number of hours consistent with credit assignment.

Course Workload

When designing a new course, you must estimate the amount of course workload in order to determine the appropriate number of credits to assign to it. When redesigning a course, you must ensure that the workload is compatible with the pre-established number of credits. The following formula defines the amount of course work for a 3-credit course (Distance Education and Training Council (DETC), 2014):

* 45 hours of academic engagement
  + Examples
    - submitting an academic assignment; listening to class lectures or webinars (synchronous or asynchronous); taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that is assigned by the institution; contributing to an academic online discussion; initiating contact with a faculty member to ask a question about the academic subject studied in the course; laboratory work, supervised practice; externship or internship
* 90 hours of preparation
  + Examples
    - homework, such as reading and study time, and completing assignments and projects.

The total amount of course work for a 3-credit course must be at least 135 hours. The following guidelines can help you determine the appropriate workload for the course (Distance Education and Training Council (DETC), 2014).

Engagement

* Reading discussion forum messages: approximately 1 hour per week (Brown & Green, 2009)
* Responding to discussion prompts: approximately 2 hours per week. Use required word count (if applicable) as a more accurate measure
* Quizzes/exams: 1 minute per multiple choice question; allow more time for more complex questions
* eLearning content: calculate time it takes to go through it
* Synchronous events (or watching the archives): use the length of the event
* Audio/video: use length in minutes

Preparation

* Reading textbook or other materials (ordinary reading level): 30 pages per hour
* Reading textbook or other materials (difficult reading level): 25 pages per hour
* Writing a research paper: 3 hours per page
* Writing a reflection paper: 1 hour per page
* Authoring multimedia documents: 40+ hours per hour of product (Kapp & Defelice, 2009)

1. For each weekly unit, determine the learning materials that will support students in developing the required knowledge, skills and/or dispositions (e.g. textbook chapters, journal articles, video and audio clips, etc.). List textbook chapters using the format for in-text citations plus the number of the chapter. List additional materials using the appropriate manual of style. Differentiate between required and recommended materials.

These learning materials must be appropriate to the purposes and curriculum (Distance Education and Training Council (DETC), 2014, C.9. Policy on Degree Programs and Standard II I). The materials must be sufficiently comprehensive in breath and/or depth to enable students to achieve course goals and objectives. They must be accurate and reflect current knowledge and practice (Distance Education and Training Council (DETC), 2014, Standard II E). Learning materials must also be consistent with the reading competence of the target students (Distance Education and Training Council (DETC), 2014, Standard II I). Sound learning materials will enable learner-content interaction that Moore (1989) defined as “the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind” (p. 2).

UNAD Florida has adopted the policy of using **digital learning materials only**. There are a couple of reasons for this. Many students live in remote international areas. Delivery of print items to those areas can be troublesome. Therefore, requiring the use of print materials can interfere with their ability to keep up with course readings. Many students are non-native English speakers. Occasionally, they need to be able to quickly translate learning materials in order to be able to fully understand them. This is better accomplished with the use of digital materials.

There are a few options for you to select digital learning materials. You may use articles, reports, websites, audio and/or video clips, etc. freely available on the web, as long as they are produced by reputable sources in your field. Alternatively, you can use digital textbooks. You may setup an instructor account using your UNAD email at any of the following websites in order to select a suitable textbook and access a copy.

1. <http://www.coursesmart.com>
2. <http://www.mcgrawhillcreate.com/>
3. <http://www.pearsonhighered.com/etextbooks/>
4. Determine the activities that will support students in developing the required knowledge, skills and/or dispositions for the weekly unit.

The learning activities must foster learner-learner and learner-instructor interactions (Moore, 1989). Learner-learner interactions are particularly necessary when there are requirements for social interactions in the context of daily life or the professional practice where the new knowledge, skills and/or dispositions will be used (Dick et al., 2014). Learner-instructor interaction must be regular (at least once per week), academic in nature and substantive (Distance Education and Training Council (DETC), 2014, B.1. – Guide to Self-Evaluation Report).

The use of technology to support learning activities must enhance student learning and must be appropriate for meeting the course goals and objectives (Distance Education and Training Council (DETC), 2014, Standard III F; Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 2012, Standard 3.4.12). At a minimum, the type of technology that will support any given learning activity must be capable of supporting the required types of interaction (e.g. one-to-many, many-to-one, many-to-many), the required types of communication means (e.g. text, video, animation, graphics, audio, file exchange), and the required temporal connectivity (e.g. synchronous, asynchronous). Bear in mind that students must have access to and training in the use of technology that will be used to support their learning (Distance Education and Training Council (DETC), 2014, Standard III F; Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 2012, Standard 3.4.12). Technology tools must be cross-platform/browser compatible. Materials must be accessible even for students with low bandwidth connections. Required plug-ins must be freely accessible. Any requirements to use technology external of the institutionally-provided learning management system must be accompanied by an assurance that the technology will be accessible to all students and that appropriate training is available. Technology specifications can deviate from these only when required to meet course goals and objectives.

1. Write the instructions for each weekly unit.

The organization and presentation of the learning materials must follow sound principles of learning and are grounded in sound instructional design principles (Distance Education and Training Council (DETC), 2014, Standard II H & I). Instructions for each weekly unit must help students learn effectively and efficiently (Distance Education and Training Council (DETC), 2014, Standard II J). These instructions disseminate the learning objective(s) for the week, direct students to the learning materials they must examine, to the learning activities in which they should engage, to the tools they must use to engage in the learning activities and indicate the assessments they need to submit (when applicable). You will use several worksheets to complete the different components in this section. **Write all instructional materials in the second person to elicit a more personal connection with the student**.

* 1. Introduction – write an introduction for the week. This introduction can be a
     1. real-world scenario in which students could apply the knowledge, skills and/or dispositions they learn during the week with an invitation to examine the learning materials and participate in the learning activities to be able to perform successfully in the scenario.
        1. If there is a long-term project, then the introduction can focus on the particular part of the project that the weekly knowledge, skills and/or dispositions help complete.
     2. brief summary of what is in store for the week
        1. You may incorporate in-text citations from the learning materials for the week (in the style format appropriate to the field) as a way to introduce them to the students. If it is easier, you may write the introduction after you have written all the other sections.
  2. Learning materials –
     1. List the required and recommended learning materials using the style appropriate to the subject domain.
     2. Write any special instructions that are necessary to interact with learning materials.
  3. Learning activities – write the instructions for the learning activities and list them in the order that will most effectively and efficiently foster student learning
     1. Discussion
        1. Write the discussion prompt in such a way that encourages students to consider the application of what they learned into the product/performance you determined in step 2 that results from the knowledge, skills and dispositions that are developed in the course. **Do not ask questions that prompt students to regurgitate what they read in the learning materials!** Those types of questions will not aid in transfer of knowledge in daily or professional situations when students need to use the knowledge, skills and/or dispositions (Berge & Muilenburg, 2000).Provide questions prompts that guide students through the stages of the instructional process they are undergoing (e.g. problem-based learning, case-based learning, etc.) as this will positively impact their learning (Du, Yu, & Olinzock, 2011).The type of question you ask will influence the complexity of thinking students exhibit in their responses (Bradley, Thom, Hayes, & Hay, 2008). Providing question prompts that elicit higher order thinking along with your modeling can serve as scaffolds to obtain the desired learning results (Choi, Land, & Turgeon, 2008; Comer & Lenaghan, 2013; Jarosewich et al., 2010). When there is group work, the instructions can focus on application towards the completion of the appropriate part of the group project. There must be one discussion per week.
        2. Write specific participation requirements (e.g. number of messages – initial messages vs. responses, quality of responses, deadlines) that apply to this particular conversation.
           1. If there are no specific participation requirements, then list the general participation requirements in the discussion assignment requirements document.
           2. For group assignments, require that students post

an initial message in which they apply what they learned in the learning materials to the part of the project related to the week topic.

A follow up message in which they discuss classmate’s contributions

At least a third message in which they help achieve consensus as to how to apply learning materials to the part of the project related to the week topic given all the potential ideas that were shared by individual classmates.

* + - 1. For week 1, include an “Introductions” discussion forum. You may request that students share something about their academic, professional and personal lives. You may also ask them to describe previous knowledge, skills and/or dispositions they have about the course topics.
    1. Group work (when applicable) – Collaboration (when well-planned) can be a very beneficial for student learning (Duffy & Cunningham, 1996; Johnson & Johnson, 2007; L. M. Nelson, 1999).
       1. Write the instructions for group work for the week that include
          1. How the group will form (only for the week when groups should get formed). Bear in mind that

Group formation in online contexts is challenging (Taplin, 2000). The short time frames of intensive courses pose challenges for the informed formation of groups for both instructors and students (Sage, 2000). Make sure you provide enough time for students to actively participate on activities that will encourage group formation (e.g. discussion) and the appropriate tools (Lin & López Ortiz, 2009).

Groups can be formed by faculty or students. Student agency in group formation is aligned with student-centered pedagogy (An & Reigeluth, 2008). Instructor can assign groups in the interest of time, but only if important characteristics of students are taken into consideration (E. T. Nelson, 2007). For example, students from similar types of workplaces can be grouped since the focus of the group activity can be adjusted based on it, thus aiding transfer.

Groups can range from 3 – 7 members (L. M. Nelson, 1999; Savery & Duffy, 1996; Torp & Sage, 2002). It is easier to maintain momentum on the conversation on the larger groups. However, consensus is also harder to achieve and there is increased opportunity for social loafing. Therefore, An & Reigeluth (2008) recommend groups of 4 or 5 students.

Heterogeneous group composition may enrich the interactions in online group work. However, homogeneous groups achieve consensus much faster (Yeh, 2010). Shared history can help facilitate communication and collaboration (Duffy, 2000 as cited in Yeh, 2010).

* + - * 1. What task is required
        2. Who will be required to perform it
        3. Where must the performance of the task take place/where must the output of the task be reflected
        4. When must the task be completed
    1. Reflection – consider requiring reflection assignments at least twice in the course. These activities serve as eye-openers for students. When appropriate, include a
       1. Midterm reflection – reflect on what/how much students have learned and the strategies they are using to learn (whether they are effective or not and what changes they would need to do in their study habits to ensure learning on the remaining part of the term).
       2. Final reflection – reflect on what/how much they learned.
    2. Peer feedback activities – consider requiring peer feedback of overarching projects at least twice in the course. These activities help provide multiple perspectives on how to approach the preparation of course products/performances. They also provide specific guidance on how to provide feedback based on learning materials, which in turn helps them look at their own work with critical eyes. When appropriate, include a
       1. Midterm– appraise classmates’ work in terms of how well they are implementing what they are learning from learning materials. You may consider requiring this a week before your formative evaluation (see below), so students refine their work based on the recommendations of their classmates.
       2. Final peer feedback activities – appraise classmates’ work in terms of how well they implemented what they learned from learning materials.
  1. Assessment
     1. Open-ended assessments
        1. Write the instructions for each assessment that explain the institutional competencies, program outcomes, course goals and objectives it targets, the purpose of the assessment, what is to be done, how it should be done, when it is due, how it must be submitted, and how it will be evaluated. Complete the [Course Design/Redesign Worksheet # 4](file:///C:\\Users\\Brenda\\AppData\\Roaming\\Microsoft\\Word\\Worksheet04.docx) for each assessment.
           1. Use [Course Design/Redesign Worksheet # 4a](Worksheet04a.docx) to indicate the general requirements for weekly discussion.
        2. Write the rubric to evaluate the work. Use the template on [Course Design/Redesign Worksheet # 2](file:///C:\\Users\\Brenda\\AppData\\Roaming\\Microsoft\\Word\\Worksheet02.docx) to create the rubric.
           1. Customize the rubric in [Course Design/Redesign Worksheet # 2a](Worksheet02a.docx) to evaluate students’ weekly contributions to the discussion in each forum.
        3. Consider providing formative feedback for overarching projects at least half-way into the term. When this is appropriate, require the submission of the project with all parts that have been completed up to this point. Use the rubric to indicate the number of points they would earn if they were to submit those parts as they are and provide feedback as necessary. This will not only help students learn how they are doing in the project. It will also help them understand how you grade.
     2. Close-ended assessments
        1. Write the instructions, test items, answer key and corrective feedback for incorrect responses. Complete the [Course Design/Redesign Worksheet # 5](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet05.docx) for each assessment.
  2. Make a note of any special hardware, software, materials, services (e.g. account on some website), prior knowledge, skills and/or dispositions students will need to successfully participate in the activities each week. These will be summarized in the course syllabus.

Use the [Course Design/Redesign Worksheet # 6](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\Worksheet06.docx) to complete steps 10-12. Include a reasonable approximation of time required for the student to complete the course activities for the week. The following example shows you how to complete a portion of the worksheet.

| Week 2 | | Estimated Time Commitment:  4 hours |
| --- | --- | --- |
| Course Topic | Introduction to Research | |
| Objective | Before beginning a research project, you will   * define research * identify the steps in the research process | |
| Introduction | Research! Research! Research! You hear about on TV, the newspaper and social media. But, what is that? And why do people keep citing it to convince us to do things?  As part of the activities this week, you will learn about research and the steps to conduct, and you will engage in discussion with your classmates about your experiences with research. Read on and have a great week! |  |
| Learning Materials | Creswell (2014), chapter 1 | 1 hour |
| Activities | Discussion  Initial Message (Due by Thursday, 11:59 PM ET)  Compose an initial message in which you answer the following questions. According to the definition of research in the textbook,   * If you have previously conducted research   + What was the purpose? Add to a body of knowledge? Improve practice? Inform policy-making decisions?   + Did you follow the same steps as listed in the textbook?   + Was it qualitative or quantitative research?   + What type of design did you use? * If you have never conducted research according to the definition   + Identify a short research article in the library database   + What seems to be the purpose of the research in the article? Add to a body of knowledge? Improve practice? Inform policy-making decisions?   + Did they follow the same steps as listed in the textbook?   + Was it qualitative or quantitative research?   + What type of design did they use?   Response (Due by Sunday, 11:59 PM ET)  Respond to at least one classmate. Consider   * What are the similarities/differences between your experience/the description of the research you found and that of your classmate? * What does that tell you about the research process? | 3 hours |
| Assessment Due |  | 0 hours |

Make a note of

|  |  |
| --- | --- |
| Any special hardware required for this week? | * N/A |
| Any special software required for this week? | * N/A |
| Any special services required for this week? | * N/A |
| Any prior knowledge not developed in this course required for this week? | * N/A |
| Any prior skill not developed in this course required for this week? | * N/A |
| Any prior dispositions not developed in this course required for this week? | * N/A |

Course Syllabus

1. Write the course syllabus according to institutional policy.

[Use the course syllabus template](file:///C:\Users\Brenda\AppData\Roaming\Microsoft\Word\courseSyllabusTemplate.docx). The template provides guidance in terms of the kinds of information that must be included.

Course Policies

The Course Policies and Grading Policies sections are important components of the course syllabus. They contain policies that you set up as instructor of the course and institutional policies determined by UNAD Florida.

The Course Syllabus must have policies that explain how you handle student inquiries and grading. Student questions must be answered promptly and thoroughly (Distance Education and Training Council (DETC), 2014, Standards III A & IV A). You must have clear procedures for receiving, grading, providing feedback and returning the results of student assignments and exams/quizzes.

How you communicate with students is another important section in the Course Policies. The nature of the activities and the underlying pedagogical approach should guide your decisions regarding your participation in the course. Keep in mind that teaching presence, defined partly by the activities you engage in as you facilitate the course is “a significant determinant of student satisfaction, perceived learning, and sense of community” (Garrison & Arbaugh, 2007, p. 163).

Course Design/Redesign Review & Submission

1. Review course design.

Take one final look at the entire course design with an eye towards catching inconsistencies, missing information, errors, etc.

1. Submit course design for evaluation.

Once the course is submitted for evaluation, the course undergoes the course approval process described above.

References

An, Y.-J., & Reigeluth, C. M. (2008). Problem-Based Learning in Online Environments. *Quarterly Review of Distance Education, 9*(1), 1-16.

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York: Longman.

Berge, Z. L., & Muilenburg, L. (2000). Designing questions for online, adult learning. *Educational Technology, 40*(5), 53-56.

Bradley, M. E., Thom, L. R., Hayes, J., & Hay, C. (2008). Ask and You Will Receive: How Question Type Influences Quantity and Quality of Online Discussions. *British Journal of Educational Technology, 39*(5), 888-900.

Brown, A. H., & Green, T. (2009). Time Students Spend Reading Threaded Discussions

in Online Graduate Courses Requiring Asynchronous

Participation. *The International Review of Research in Open and Distributed Learning, 10*(6), 51-64.

Choi, I., Land, S. M., & Turgeon, A. (2008). Instructor Modeling and Online Question Prompts for Supporting Peer-Questioning During Online Discussion. *Journal of Educational Technology Systems, 36*(3), 255-275.

Comer, D. R., & Lenaghan, J. A. (2013). Enhancing Discussions in the Asynchronous Online Classroom: The Lack of Face-to-Face Interaction Does Not Lessen the Lesson. *Journal of Management Education, 37*(2), 261-294.

Dick, W., Carey, L., & Carey, J. O. (2014). *The systematic design of instruction* (Sixth edition. ed.). Boston: Pearson.

Distance Education and Training Council (DETC). (2014). DETC Accreditation Handbook (21st ed.). Washington, D.C.: DETC Accrediting Commission.

Du, J., Yu, C., & Olinzock, A. A. (2011). Enhancing Collaborative Learning: Impact of "Question Prompts" Design for Online Discussion. *Delta Pi Epsilon Journal, 53*(1), 28-41.

Duffy, T. M., & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology: A project of the Association for Educational Communications and Technology* (pp. 112-142). New York: Macmillan Library Reference, USA.

Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *Internet and Higher Education, 10*(3), 157-172.

Howland, J. L., Jonassen, D. H., & Marra, R. M. (2012). *Meaningful learning with technology* (4th ed.). Boston: Pearson.

Jarosewich, T., Vargo, L., Salzman, J., Lenhart, L., Krosnick, L., Vance, K., & Roskos, K. (2010). Say What? The Quality of Discussion Board Postings in Online Professional Development. *New Horizons in Education, 58*(3), 118-132.

Johnson, D. W., & Johnson, R. T. (2007). Cooperation and the use of technology. In J. M. Spector, M. D. Merrill, J. van Merrienboer, & M. P. Driscoll (Eds.), *Handbook of research for educational communications and technology: A project of the Association for Educational Communications and Technology* (Vol. 3, pp. 401-423). Mahwah, NJ: Routledge/Taylor & Francis Group.

Kapp, K. M., & Defelice, R. A. (2009). Time to Develop One Hour of Training. *Learning Circuits*.

Lin, L., & López Ortiz, B. I. (2009). Technology to Facilitate Online Group Formation. *Academic Exchange Quarterly, 13*(1), 145-152.

Moore, M. (1989). Editorial: Three types of interaction. *American Journal of Distance Education, 3*(2), 1-7.

Nelson, E. T. (2007). *Effects of Online Problem-Based Learning on Teachers' Technology Perceptions and Planning.* (Doctoral Dissertation), Capella University, Minneapolis, MN.

Nelson, L. M. (1999). Collaborative Problem Solving. In C. M. Reigeluth (Ed.), *Instructional design theories and models: A new paradigm of instructional theory* (Vol. II, pp. 241-267). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Parker, J. (2010). Adult Learning Principles as the Foundation for Innovative Technology Applications in Business and Higher Education Venues. In V. C. X. Wang (Ed.), *Integrating adult learning and technologies for effective education strategic approaches* (pp. 136-152). Hershey PA: IGI Global.

Sage, S. M. (2000, 2000). *The learning and teaching experiences in an online problem-based learning course.* Paper presented at the Annual Meeting of the American Education Research Association (AERA).

Savery, J. R., & Duffy, T. M. (1996). Problem based learning: An instructional model and its constructivist framework. In B. G. Wilson (Ed.), *Constructivist Learning Environments: Case Studies in Instructional Design* (pp. 135-148). Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). (2012). The Principles of Accreditation: Foundations for Quality Enhancement (5th ed.). Decatur, Georgia: Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

Stevens, D. D., & Levi, A. (2005). *Introduction to rubrics : an assessment tool to save grading time, convey effective feedback, and promote student learning / Dannelle D. Stevens, Antonia Levi* (1st ed.). Sterling, Va.: Stylus Pub.

Taggart, G. L., & Wood, M. (1998). Rubrics: A cross-curricular approach to assessment. In G. L. Taggart, S. J. Phifer, J. A. Nixon, & M. Wood (Eds.), *Rubrics : a handbook for construction and use*. Lancaster, Pa.: Technomic Pub.

Taplin, M. (2000). Problem-based learning in distance education: Practitioner's beliefs about an action learning project. *Distance Education, 21*(2), 278-299.

Tierney, R., & Simon, M. (2004). What's still wrong with rubrics: focusing on the consistency of performance criteria across scale levels. *Practical Assessment, Research & Evaluation, 9*(2). Retrieved from: <http://pareonline.net/getvn.asp?v=9&n=2>

Torp, L., & Sage, S. (2002). *Problems As Possibilities: Problem-based Learning for K-16 Education*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wang, V. C. X. (2010). Effective Teaching with Technology in Adult Education. In V. C. X. Wang (Ed.), *Integrating adult learning and technologies for effective education strategic approaches* (pp. 48-62). Hershey, PA: IGI Global.

Yeh, Y.-c. (2010). Integrating collaborative PBL with blended learning to explore preservice teachers’ development of online learning communities. *Teaching and Teacher Education, 26*(8), 1630-1640. doi: 10.1016/j.tate.2010.06.014