

Frederick Community College

PACKAGE ONE: APPLICATION FOR ALTERNATIVE CREDIT - Online Teaching Tools

This package of one alternative credit has been pre-approved by PEC. In order to receive alternative credit, please submit this completed form to the Office of Distance Learning with copies of your three "Certificates of Completion" for Blackboard Basics, Advanced and Learning Activities software. In addition, give the name of your completed Blackboard companion site in the space provided at the end of this document.

NAME:

DATE:

DEPT:

RANK:

DATE OF HIRE OR LAST PROMOTION:

COURSES TAUGHT AND OTHER DUTIES AT FCC:

Courses Taught:

Other Duties:

BRIEF SUMMARY OR LISTING OF PROPOSED ACTIVITY/ACTIVITIES, INCLUDING ANTICIPATED RATE OF COMPLETION OF EACH ACTIVITY:

- 1) **Blackboard Basics – Minimum of 6 hours**
- 2) **Blackboard Advanced – Minimum of 6 hours**
- 3) **Learning Activities software – Minimum of 6 hours**
- 4) **Practical Application – Minimum of 12 hours**

NUMBER OF CLOCK HOURS ANTICIPATED: **30+ hours**

NUMBER OF EQUIVALENCE CREDITS REQUESTED: **1-credit**

Activities and Documentation:

1) Blackboard Basics – Minimum of 6 hours:

Blackboard Basics delivers proficiency in a skill set of knowledge items and activities updated to each current version of the Learning Management System. The training segment is designed for a minimum of 6 hours. Completion time may be greater depending on the degree of prior experience. A Certificate of Completion for BB basics is issued after a final online skills assessment. The certificate is required for adding a web-enhancing companion website to a face-to-face course.

Documentation: Blackboard Basics Certificate of Completion

2) Blackboard Advanced – Minimum of 6 hours:

Blackboard Advanced covers the upper level skill set of knowledge items and activities updated to each current version of the Learning Management System. The training segment is designed for a minimum of 6 hours. Completion time may be greater depending on the degree of prior experience.

Documentation: Blackboard Advanced Certificate of Completion

3) Learning Activities Software – Minimum of 6 hours:

Learning activities software, such as SoftChalk, familiarizes faculty with a software program that helps instructors create interactive web lessons/content/learning objects. The training segment is designed for a minimum of 6 hours. Completion time may be greater depending on how many of the software’s affordances faculty wish to master.

Documentation: Learning Activities Software Certificate of Completion

4) Practical Application – Minimum of 12 hours:

Faculty demonstrate proficiency of the above three activities by building a Blackboard companion site from scratch. The Blackboard companion site should include at least the following:

- FCC standard navigation buttons populated with content appropriate for the course
- Assignment(s) and/or tests that directly link to the Gradebook
- Documents, powerpoints, audio/video files etc. loaded using recommended file types/size
- Interactive learning activity(ies)

Documentation: Completed Blackboard Companion Site. Please give the name of your completed companion site (e.g. EN_101_Spri10_Sec1_Sess15W):

COMPLETION OF ALTERNATIVE CREDIT ACTIVITY

NAME:

**Has successfully completed the requirements listed above.
Recommendation that PEC award One Alternative Credit.**

Date:

Office of Distance Learning

Signature

Frederick Community College

PACKAGE TWO: APPLICATION FOR ALTERNATIVE CREDIT - Online Teaching Certificate

This package of three alternative credits has been pre-approved by PEC. In order to receive alternative credit, please submit this completed form to the Office of Distance Learning with copies of your Teaching Online Tutorial checklist, assessments from three online modules, mentor/mentee forms, and mentee reflective journal. In addition, give the name of your completed Blackboard online/hybrid site in the space provided toward the end of this document.

NAME:

DATE:

DEPT:

RANK:

DATE OF HIRE OR LAST PROMOTION:

COURSES TAUGHT AND OTHER DUTIES AT FCC:

Courses Taught:

Other Duties:

BRIEF SUMMARY OR LISTING OF PROPOSED ACTIVITY/ACTIVITIES, INCLUDING ANTICIPATED RATE OF COMPLETION OF EACH ACTIVITY:

- 1) Teaching Online Tutorial: Part One – Minimum of 6 hours**
- 2) Teaching Online Tutorial: Part Two – Minimum of 18 hours**
- 3) Teaching and Learning Online Modules – Minimum of 18 hours**
- 4) Practical Application: Creating an Online Course – Minimum of 30 hours**
- 5) The Mentoring Unit – Minimum of 30 hours**

NUMBER OF CLOCK HOURS ANTICIPATED: **102+ hours**

NUMBER OF EQUIVALENCE CREDITS REQUESTED: **3-credit**

Activities and Documentation:

- 1) Teaching Online Tutorial: Part One – Minimum of 6 hours

Part One of the Teaching Online Tutorial involves one-on-one training with Distance Learning faculty who guide faculty transitioning to online teaching through a checklist of design components for an online course. The components are excerpted from the current edition of the Quality Matters (QM) Rubric to ensure initial compliance with QM standards.

2) Teaching Online Tutorial: Part Two – Minimum of 18 hours

Part Two of the Teaching Online Tutorial is self-paced training that faculty can either choose to complete on their own or with input from Distance Learning faculty. This part of the Tutorial consists of two activities. Firstly faculty work through a detailed checklist of best practices for teaching online courses that guide them through how to prepare a course for online teaching, what to do during the semester, what to do at the end of the course, and how to “troubleshoot” common challenging situations. The second activity highlights advice from experienced online faculty to new online faculty.

Documentation: Completed *Teaching Online Tutorial* Checklist

3) Teaching and Learning Online Modules – Minimum of 18 hours

These activities give faculty the experience of learning online through participating in learning modules in a Blackboard course. Faculty study three from a choice of four self-contained and self-paced modules. Each module includes at least one assessment:

- a) Using Learning Styles to Motivate your Online Students:
 - i) Pedagogy and andragogy
 - ii) Learning styles
 - iii) Engaging and motivating students

- b) Social and Teaching Presence in Online Courses:
 - i) Online instructor roles
 - ii) Facilitating discussions
 - iii) Instructor feedback

- c) Managing Assessment:
 - i) Assessment integrity
 - ii) Helping students monitor their progress in an online course
 - iii) Using rubrics
 - iv)

- d) Major Legal Issues:
 - i) FERPA
 - ii) ADA
 - iii) Copyright compliance

Documentation: Completed module assessments

4) Practical Application: Creating an Online Course – Minimum of 30 hours

This step is ongoing throughout the above three steps as it involves creating an online or hybrid course in FCC's Learning Management System. Using information from the Teaching Online Tutorial and the Teaching and Learning Online Modules, faculty produce a complete online or hybrid course that meets QM review standards and is ready to be taught. Instructional design assistance is available for this activity.

Documentation: Completed Blackboard Online/Hybrid Course Site. Please give the name of your completed course (e.g. MA_111_Spri10_ONL1_Sess15W):

5) The Mentoring Unit – Minimum of 30 hours

The unit is designed to partner an experienced online educator with the instructor who is new to teaching online. The mentor acts as a resource and guide to the instructor on best practices in teaching online at FCC. The mentor maintains a presence in the online course throughout one semester and guides the instructor to relevant professional development opportunities related to teaching online. The instructor is responsible for delivering the course to students.

Documentation: Completed mentor/mentee forms and mentee reflective journal

COMPLETION OF ALTERNATIVE CREDIT ACTIVITY

NAME:

**Has successfully completed the requirements listed above.
Recommendation that PEC award three Alternative Credits.**

Date:

Office of Distance Learning

Signature

Frederick Community College

PACKAGE THREE: APPLICATION FOR ALTERNATIVE CREDIT– Quality Matters Reviewers

This package of two alternative credits has been pre-approved by PEC. In order to receive alternative credit, please submit this completed form to the Office of Distance Learning with your QM certificate(s) of completion and FCC QM Administrator’s signed acknowledgement(s) of QM course review completion. This application can either be used to request 1-credit for peer or master reviewer training, or 2 credits for both.

NAME:

DATE:

DEPT:

RANK:

DATE OF HIRE OR LAST PROMOTION:

COURSES TAUGHT AND OTHER DUTIES AT FCC:

Courses Taught:

Other Duties:

BRIEF SUMMARY OR LISTING OF PROPOSED ACTIVITY/ACTIVITIES, INCLUDING ANTICIPATED RATE OF COMPLETION OF EACH ACTIVITY:

- 1) **Peer Reviewer Training Online Course – 18 hours**
- 2) **Practical Application – Complete a QM Review as a Peer Reviewer – Minimum of 12 hours**
- 3) **Master Reviewer Training Online Course – 12 hours**
- 4) **Practical Application – Chair a QM Review as a Peer Reviewer – Minimum of 18 hours**

NUMBER OF CLOCK HOURS ANTICIPATED: **30+ hours for Peer Reviewer, 30+ hours for Master Reviewer**

NUMBER OF EQUIVALENCE CREDITS REQUESTED: **1-credit each for Peer and Master Reviewer**

Activities and Documentation:

- 1) Peer Reviewer Training Online Course – 18 hours

Below are details from the QM website on this three week facilitated online training course (from: <http://www.qmprogram.org/professional-development/courses/appprc>). Alternatively, this training may be offered in-house at FCC by Distance Learning faculty/master reviewers.

“Applying the QM Rubric (APP_PRC) Online Course

Online course quality matters to faculty, to students, and to institutions committed to excellence in teaching and learning. Built on the review and application of research literature and best practices in distance learning, Quality Matters provides a toolset and process to ensure quality in online courses through the use of a peer course review process.

Course Information

The Applying the Quality Matters (QM) Rubric (APP_PRC) course has two parts:

Part 1. Applying the Quality Matters (QM) Rubric (APP) course is designed for participants to learn and to apply the QM Rubric and process.

Who? Faculty members, instructional designers, administrators who want to know more about QM and apply the process but are not eligible to become peer reviewers or do not plan to serve on an official QM peer review team.

What will you learn? You will learn about the QM Rubric and process, how to score the rubric, how to write effective recommendations, and how to apply the QM Rubric to an actual online course.

What will you do? Complete the activities in Modules 1-6, which include a brief objective quiz, applying the QM Rubric to a demo course, posting to the essential standards discussion forums, and completing the *Check Your Understanding* quiz.

What recognition will you receive? You can print a certificate of completion.

Part 2. The Peer Reviewer Certification (PRC) course is designed for participants who want to serve as peer reviewers.

Who? Online instructors will be eligible to serve as peer reviewers upon the successful completion of this course. See the eligibility requirements listed below.

What will you learn? You will learn and demonstrate the skills necessary to serve on a peer review team.

What should you do? Complete all the activities in the Peer Reviewers Certification (PRC) course. These activities include two objective and three written assessments that demonstrate your readiness to serve on a peer review team.

What recognition will you receive? You can print a certificate of completion.

Course-Level Learning Objectives

Upon completion of Part 1 Applying the QM Rubric (APP) course, you will be able to:

1. Identify the critical elements of the QM Rubric and process, materials, and administrative elements of the Quality Matters online course quality assurance program.
2. Explain the QM scoring system.
3. Apply the QM Rubric, 2008-2010 Edition to review online courses.

4. Write useful recommendations for course improvement.
5. Make decisions on whether a set of given scenarios meet the QM Rubric standards at a level of 85% or better.
6. Showcase aspects of your online course that now meet the QM standard(s) or that need improvement to meet the standards.

AND upon completion of Part 2: Peer Reviewer Certification, you will also be able to:

7. Identify key elements of the QM Rubric, process, roles, and responsibilities.
8. Write an effective recommendation.
9. Successfully apply the QM Rubric to given scenarios and to an actual online course at a level of 85% or better.

Eligibility

To serve as a peer reviewer in your own institution, the only requirements to take this course are that you have successfully completed the Applying the QM Rubric workshop before registering for this module. Peer reviewers are qualified to conduct course reviews at their own institutions, but cannot serve on a QM-based course review team.

To be eligible to serve as a QM-based certified reviewer, you must -- in addition to successfully completing both the Applying the QM Rubric AND the Peer Reviewer's Certification workshops -- provide evidence of recent (within the last 18 months) online teaching experience, submit a [Memorandum of Understanding \(MOU\)](#) and complete an online [application](#). QM-based certified reviewers are qualified to conduct course reviews at their own institutions and can serve on QM-based course review teams for other institutions.”

Documentation: Certificate of Completion

2) Practical Application – Complete a QM Review as a Peer Reviewer – Minimum of 12 hours

After receiving peer reviewer certification, faculty need to participate as a peer reviewer in one FCC QM review.

Documentation: FCC QM Administrator’s signed acknowledgement of review completion

3) Master Reviewer Training Online Course – 12 hours

Below are details from the QM website on this two week facilitated online training course (from: <http://www.qmprogram.org/professional-development/courses/mrt>). Alternatively, this training may be offered in-house at FCC by Distance Learning faculty/master reviewers.

“Course Information

Who? The Master Reviewer Training (MRT) course is appropriate for those who have fulfilled the specific requirements listed below under “Eligibility” and are interested in becoming a Quality Matters (QM) master reviewer.

What will you learn? You will learn how to fulfill the administrative responsibilities of the QM Peer Review Team chair, ensure that the QM process is correctly implemented, and answer questions relating to the process and the application of the QM Rubric.

What should you do? You should read the training materials, complete the quizzes and assignments, and actively contribute to all discussion boards.

What recognition will you receive? You can print a certificate of completion.

Course-Level Learning Objectives

Upon completion of the Master Reviewer Training (MRT) online course, you will be able to:

1. Apply QM underlying principles in a QM-managed course review.
2. Locate and effectively use the critical materials, processes, and administrative elements of the QM course review process.
3. Effectively use the QM 2008-2010 Rubric in a collegial, not prescriptive manner.
4. Apply the QM Rubric to a set of course scenarios.
5. Fulfill the specific responsibilities of a QM Master Reviewer.
6. Know where to go for information.
7. Learn how to set up and end a QM-managed course review.
8. Use the web-based rubric tool to manage and complete a review.

Eligibility

You must already be a QM-certified peer reviewer and have served on a minimum of two QM-based peer review teams.”

Documentation: Certificate of Completion

4) Practical Application – Chair a QM Review as a Master Reviewer – Minimum of 18 hours

After receiving master reviewer certification, faculty need to chair one FCC QM review.

Documentation: FCC QM Administrator’s signed acknowledgement of review completion

COMPLETION OF ALTERNATIVE CREDIT ACTIVITY

NAME:

**Has successfully completed the requirements listed above.
Recomendation that PEC award two Alternative Credits.**

Date:

Office of Distance Learning

Signature