



HLC Accreditation Evidence

Title: BOLT 101 103 Syllabus

Office of Origin: Vice President of Instruction - BARTonline

BARTON COMMUNITY COLLEGE COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: BOLT 101/103
Course Title: eCertification
Credit Hours: N/A
Prerequisite: None
Division and Discipline: BOL Training/Professional Development
Course Description: This course, designed for future online instructors, concentrates on the administrative (101) and design (103) skills necessary for successful performance the eCertification process.

II. INSTRUCTOR INFORMATION

Todd Mobray
Director of Instructional Development, Process,
and Training
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Curtis Rose
Multimedia and Instructional Designer
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III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor which is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

This course is designed for instructors who plan to teach fully online courses for Barton Community College. The goal for the course, therefore, is to help students to learn the policies and expectations of designing and administering an online course. The students view data, examples and be provided with resources to develop and administer their own course. When the students successfully complete this course, they will be prepared to design an online course that will pass the eCertification rubric. This course plus a successful review of a designed course will complete an instructors eCertification process.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College assesses student learning at several levels: institutional, program, degree and classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. Results of these activities will be used to improve the content and delivery of Barton's instructional program.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Demonstrate the ability to describe administrative procedures.
 - 1. Define non-activity and non-payment procedure.
 - 2. Define non-census procedure.
 - 3. Complete certification roster procedure.
 - 4. Successfully submit final grades.
 - 5. Successfully migrate courses to new sessions.
 - 6. Successfully choose textbook and inform students of textbook requirements.
 - 7. Access Instructor pay schedule and scale.
 - 8. Become oriented with technical access to college technology.

- B. Identify and apply BCC Policy.
 - 1. Identify and apply FERPA Policy.
 - 2. Identify and apply academic integrity Policy.
 - 3. Identify and apply copyright guidelines.
 - 4. Sign contract addendum.

- C. Participate in College Assessment Program.
 - 1. Include and submit assessment data for each course.
 - 2. Share transfer and articulation info with students.
 - 3. Review student course evaluations.
 - 4. Define Course Coordinator Project details.

- D. Identify Professional Development Resources.
 - 1. Identify professional development resources.

- E. Design an appropriate course eCourse shell.
 - 1. Design or choose a home page with an intro, graphic, contact info and links to all modules.
 - 2. Compose a syllabus that matches the master and adds specific course info.
 - 3. Match syllabus and course total points.
 - 4. Create or utilize course outline.
 - 5. Compose and share a welcome letter.
 - 6. Create or utilize an orientation lecture and quiz.
 - 7. Create or utilize a college policy quiz.
 - 8. Create and maintain an introductory and virtual office discussion.
 - 9. Create a course pre-test and correlating post-test.
 - 10. Match functioning gradebook to syllabus/course points.
 - 11. Distinguish between static and dynamic web links.
 - 12. Create course navigation in both left panel and course home screen that follows college procedures.
 - 13. Determine assessment integrity standards that balance pedagogical and college standards.
 - 14. Publish all content for student and LMS utilization.

15. Discuss course assessment techniques.
16. Determine appropriate student assessment techniques based on a combination of information from the course syllabus and Blooms Taxonomy.
17. List assignments and corresponding outcomes and competencies in module introductions.
18. Distribute workload evenly and consistently.
19. Create or compile presentation content to supplement textbook and/or deliver course materials.
20. Design content that addresses varied learning styles.
21. Choose course features beyond the LMS
22. Utilize images, audio and video in content presentation.
23. Apply college best practices to enhance text readability: simple, contrast, chunked, consistent.
24. Maintain student interaction in the course with: other students, course content, the instructor and interactive applications.
25. Request a course shell to begin course design through the college ticketing system.
26. Request a first look after completing orientation and first units.
27. Request a full review after completing full course.

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

Students will complete the course in order at their own pace. They are required to score and 80% or higher on each section exam before moving on to the next section.

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

None

VIII. REFERENCES

Barton eCertification Rubric

IX. METHODS OF INSTRUCTION AND EVALUATION

BOLT 101 5 exams (>80% to pass and advance)
 1 Addendum submission (completion)

BOLT 103 8 exams (>80% to pass and advance)
 1 Course Request
 1 First Look Review (Pass/Fail)
 1 Full Review (Pass/Fail)

X. ATTENDANCE REQUIREMENTS

Self-Paced, eCertification timetables set by Department Deans.

XI. COURSE OUTLINE

Course is self-paced, however, units must be taken in order

- BOLT 101: Course Home Exam
- BOLT 101: Administrative Procedures Exam
- BOLT 101: BCC Policy and Procedure Exam
- BOLT 101: Assessment Exam
- BOLT 101: Professional Development Resources Exam
- BOLT 101: Addendum

BOLT 103: Course Home Page Exam

BOLT 103: Syllabus Exam

BOLT 103: Orientation Exam

BOLT 103: Course Shell Exam

BOLT 103: Assessment Exam

BOLT 103: Content Exam

BOLT 103: Learning Styles Exam

BOLT 103: Interaction Exam

Course Shell Request

First Look Request

Full Review Request