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# Center for Excellence in Learning and Teaching

*Online Syllabus*

*Last updated July, 2022*

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## Part 1: Course Overview

### Course Information:

**Course title:** Online Teaching Certificate (OTC)

**Semester:** **DATE**

**Course Meeting Time/Delivery Mode:** Asynchronous Online

**Required Course Textbooks and Materials**: All readings and media resources are posted in the course site inside its corresponding folder. [Here is a video that walks you through the course navigation.](https://www.youtube.com/watch?v=utenbAiI_bQ)

**Course Description:** This online training provides you with basic pedagogical, research-based practices specific to the online space and will assist you in planning instructional activities for your course. We will not focus on *how to use Brightspace, but rather how to best use technology to meet your pedagogical goals.* You’ll get the best results if you start building your course site concurrently.

Everyone who completes this training and earns **85 points or more**, will receive a printed certificate of completion and a CELT Badge (microcredential), which can be listed in your *curriculum vitae* and presented to your department. See “Assignments and Expectations” below for details.

**Course Delivery Mode and Structure:**

This is an asynchronous online course*.* All assignments and course interactions will utilize internet technologies. See “Technical Requirements” section for more information. In Brightspace, you will access online lessons, lectures, course materials, and resources. Each week has 1 learning module; with deadlines on Sundays, EST. Some variations will occur.

### Instructor Information:

**Instructor name(s):**

**Instructor email(s):**

**Office hours:** By appointment via Zoom

### How We Will Communicate:

Regular, professional and respectful communication is essential in online classes. Review the [**Online Communication Guidelines**](https://www.stonybrook.edu/celt/services/teaching/Syllabus_Addendum#OnlineCommunicationGuidelines) carefully and contact me with any questions you may have.

To make sure you are receiving all communication in this course:

* Log into Brightspace four times per week, check announcements and the discussions.
* Regular Announcements will be posted in Brightspace and may or may not be sent via email.
* Course-related questions should be posted in the General Questions forum in the course discussions, so everyone can benefit.
* For personal/private issues, email me directly. If you use Brightspace’s **email tool** from the course site, it will automatically include your full name, course name and section when you send me an email. **Please allow between 24-48 hours for an email reply.**
* Your Stony Brook University email must be used for all University-related communications. All instructor correspondence will be sent to your SBU email account. **Plan on checking your SBU email account regularly for course-related messages.** To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

**My Role as the Instructor in Class Discussions:**

As the instructor, I will serve as a “guide” in our online classroom. Discussions through Brightspace encourage conversation and learning with your peers. While I might not respond to every post, I will read what is posted, and reply to:

* assist each of you when it comes to making connections between discussion, lectures, and readings.
* fill in important points that may have been missed.
* re-direct discussion if it gets “off track.”
* highlight key points or identify valuable posts.

I might also summarize at the end of each discussion, module, or week.

### [How to Succeed in this Course](https://www.stonybrook.edu/commcms/online-education/how-it-works/):

1. This workshop is facilitated over 5 weeks. It is organized in 5 sequential learning modules that will each be one week in length. All modules will begin on Monday and end on Sunday. ***All activities and assignments in this training are required, unless otherwise noted.***
2. Plan to log in 4 days per week over the next five weeks to gain access to materials and participate.
3. You should plan on spending a ***minimum of 3-4 hours a week*** on the activities.
4. All activities have specific deadlines designed to ensure interaction and help us finish on time. **All assignments and required posts must be posted by 11:59 p.m. EST** for each due date.
5. You are now part of a learning community. In addition to required readings and assignments, you must allocate time to thoughtfully read and respectfully respond to the postings of your colleagues.
6. Seek help promptly if you are having difficulty.

### Technical Requirements:

Having a reliable computer and Internet connection throughout the term will benefit you. **Caution!** For many classes, you will be at a disadvantage if you attempt to complete all coursework on a smartphone or tablet. It may not be possible to submit the files required for your homework assignments. If you need to borrow a device, please visit [SBU’s Laptop Loan Program](https://library.stonybrook.edu/services/access-services/laptop-loan-program/).

**Technical Assistance:**

If you need technical assistance at any time during the course or to report a problem with Brightspace you can:

* Phone: 631-632-9800 M-F 9:00-5:00 (device support, Wi-Fi, software, hardware, logins)
* Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
* Email Brightspace@stonybrook.edu

## Part 2: Course Learning Outcomes

Upon completion of the course, students will be able to:

* Discuss the components of presence (social, cognitive, teaching) in the online learning environment.
* Identify components of the online syllabus.
* Apply a strategy to make your online syllabus more inclusive.
* Create a student learning outcome that is specific and measurable.
* Differentiate between formative and summative assessments.
* Identify assessments and activities to use in the online learning environment.
* Explain ways to use educational technologies to engage and interact with students in an online learning environment.
* Apply course quality standards to an online course.
* Reflect on your growth as an online educator.

## Part 3: Course Schedule

The possibility exists that unforeseen events will make schedule changes necessary. Any changes will be clearly noted in course Announcements or through Stony Brook email.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Learning Module** | **Learning Outcomes** | **Assignment Due Dates**  |
| **DATE RANGE** | **Module 1:** Introductions and Presence in the Online Classroom | Discuss the components of presence (social, cognitive, teaching) in the online learning environment.  | **VoiceThread Introduction and COI Framework discussion**Posts DUE DATE**Syllabus Quiz**DUE DATE |
| **DATE RANGE** | **Module 2:** The Online Syllabus, Inclusiveness and Learning Outcomes | Identify components of the online syllabus.Apply a strategy to make your online syllabus more inclusive.Create a student learning outcome that is specific and measurable. | **Online Syllabus and Learning Outcomes Discussion Forum**Posts DUE DATE |
| **DATE RANGE** | **Module 3:** Assessment and Instructional Activities | Differentiate between formative and summative assessments.Identify assessments and activities to use in the online learning environment.  | **Assessment Strategy and Instructional Activity Plan**DUE DATE |
| **DATE RANGE** | **Module 4:** Engaging Students using Educational Technologies | Explain ways to use educational technologies to engage and interact with students in an online learning environment. | **Creating Content and Engaging Students Discussion Forum**Posts DUE DATE |
| **DATE RANGE** | **Module 5:** Findability, Organization and Course Quality | Apply course quality standards to an online course.Reflect on your growth as an online educator. | **Applying the OSCQR Review to evaluate an online course**Posts DUE DATE**Workshop Personal Reflection**DUE DATE |

## Part 4: Grading, Attendance, and Late Work Policies

### Assessment and Grading:

To receive a certificate of completion and digital badge for this workshop, you must earn at least **85 points in the following assignments:**

**Points and feedback for graded activities will be posted to the Grades area.**

|  |  |  |
| --- | --- | --- |
| **Activity/Assignment** | **Points** | **Due Date** |
| Module 1: VoiceThread\* Intro & COI Framework Discussion | 15 |  |
| Module 1: Syllabus Quiz | 10 |  |
| Module 2: Online Syllabus & Learning Outcomes Discussion Forum\*\* | 15 |  |
| Module 3: Assessment Strategy and Instructional Activity Plan | 15 |  |
| Module 4: Creating Content and Engaging Students Discussion Forum\*\* | 15 |  |
| Module 5: Applying the OSCQR Review to evaluate an online course | 15 |  |
| Module 5: End of Workshop Personal Reflection | 15 |  |
| Total | 100 |  |

**\*VoiceThread Participation:** VoiceThread is a tool that allows you and your students to share multimedia presentations. You can upload slides, images, and videos, and then annotate with audio, video, or text. For more information you can view [VoiceThread tutorials](https://voicethread.com/howto/submitting-comment-assignment/). All VoiceThread presentations will require a minimum number of posts and a response to at least two of your colleagues. Please read directions and prompts for each VoiceThread presentation for the number of required posts.

**\*\*Discussion Forum Participation:** All Discussions are required and serve to earn you points toward a badge. The scoring rubric for discussion participation is posted in the Syllabus section on Brightspace. You might find it helpful to pose your own questions to your colleagues in the Discussions area, asking them to share their thoughts. You might get some wonderful new ideas for your course. All posts are due at 11:59pm on the specific due date. However, please do your best to post your initial response as early as possible so others have a chance to respond before the deadline. The facilitators will contribute to discussions as needed to add additional resources, questions, etc.

**Discussion Board Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Excellent/Meets Expectations** **4-5 points** | **Approaching Expectations** **2-3 points** | **Needs Improvement****0-1 Points** |
| Quality of Posts | Posts thoroughly answer all of the discussion promptsPosts are well-organized, include appropriate citations and include follow-up questions, additional resources, readings and/or links.Posts integrate assigned content and make connections to teaching practice.  | Posts answer some but not all discussion prompts.Posts are organized with some detail and/or examples.Posts attempt to integrate assigned content and make connections to teaching practice.  | Does not submit an initial posting to the discussion prompts or the post is not relevant to discussion.Post do not attempt to make connections to teaching practice.  |
| Community Participation | Contributes and/or advances to class discussion. Responds to follow up questions/comments from peers and/or instructor(s).Posts are appropriate, thoughtful, reflective and respectful to the community.  | Contributes to class discussion but lacks substantive responses. Posts are appropriate and respectful to the community.  | Does not contribute to class discussion or posts consist of responses to peers such as "Good Job," or "I agree," without any supporting information.ORPosts are not appropriate and/or disrespectful to the community.  |
| Timeliness | Submits all posts on time to foster a discussion.  | Submits posts mostly on time but some posts are late that limits the ability to foster a discussion.  | Posts are past the deadline and therefore lack the ability to foster a discussion.  |

## Part 5: University and Course Policies

### [University Policie](https://www.stonybrook.edu/commcms/provost/faculty/handbook/academic_policies/syllabus_statement.php)s:

**Student Accessibility Support Center Statement:**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Inion Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

**Academic Integrity Statement:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at <http://www.stonybrook.edu/commcms/academic_integrity/index.html>

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### Course Policies:

**Course Materials and Copyright Statement:**

Course material accessed from Brightspace, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook’s Academic Integrity.