



Course Syllabus

COURSE NUMBER: EDTC 5840	COURSE TITLE: Designing a Virtual School Curriculum	TERM: Fall 09
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Jahna Kahrhoff 573-701-0773 kahrhoff@webster.edu	CREDIT HOURS: 3

Course Description

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is curriculum building for an entire virtual school.

Prerequisite: EDTC 5820 and EDTC 5830.

Learning Outcomes

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> Identify and describe the phases of developing, implementing and maintaining online curriculum 	<ul style="list-style-type: none"> Technology operations and concepts B Planning and designing learning environments and experiences A, B, D, E Social, ethical, legal, and human issues A 	<ul style="list-style-type: none"> The knowledgeable learner 1.1, 1.2 The informed instructor 2.1
<ul style="list-style-type: none"> Be knowledgeable about current trends and issues relevant to the development and implementation of virtual school curriculums. 	<ul style="list-style-type: none"> Technology operations and concepts B Planning and designing learning environments and experiences A, B, D, E Social, ethical, legal, and human issues A 	<ul style="list-style-type: none"> The knowledgeable learner 1.1, 1.2 The informed instructor 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Assess the implications of current trends and issues to the development and implementation of virtual school curriculums. 	<ul style="list-style-type: none"> Planning and designing learning environments and experiences A, B, D, E Productivity and professional practice B Social, ethical, legal, and human issues A 	<ul style="list-style-type: none"> The knowledgeable learner 1.1, 1.2 The informed instructor 2.1, 2.2, 2.3 Reflective Collaborator 3.1 Understands and Respects Professional Communities 3.2

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week and Topics	Activities and Work Due	Reading
Week 1 <ul style="list-style-type: none"> • Introduction to the course • Module 1: What is a virtual curriculum • Module 2: Who are virtual learners 	<ul style="list-style-type: none"> • Personal introductions • Weekly discussions • Topics for Virtual Curriculum projects • Sign up for groups 	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, Chapter 1 • Teaching and Learning Online, Chapter 2 • Other selected readings
Week 2 <ul style="list-style-type: none"> • Module 3: Institutional issues • Module 4: Management 	<ul style="list-style-type: none"> • Weekly discussions • Article review • Interview report 	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, Chapter 2, 3 • Teaching and Learning Online, Chapter 1, 3, 5
Week 3 <ul style="list-style-type: none"> • Module 5: Technology 	<ul style="list-style-type: none"> • Weekly discussion • Start working on project Wiki 	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, Chapter 7 • Other selected readings
Week 4 <ul style="list-style-type: none"> • Module 6: Virtual Content 	<ul style="list-style-type: none"> • Weekly discussion 	<ul style="list-style-type: none"> • Teaching and Learning Online, Chapter 8 • Other selected readings
Week 5 <ul style="list-style-type: none"> • Module 7: Legal and Ethical Issues 	<ul style="list-style-type: none"> • Group discussion - Copyright Scenario 	<ul style="list-style-type: none"> • TEACH Act • An Administrator's Guide to Online Education, pages 75-79
Week 6 <ul style="list-style-type: none"> • Module 8: Faculty issues • Module 9: Student issues 	<ul style="list-style-type: none"> • Weekly discussions • Article review 	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, Chapters 4, 5, 6 • Teaching and Learning Online, Chapters 7, 12, 13, 14, 15 • Twigg, C. A. (2000). Who Owns Online Courses and Course Materials? Intellectual Property Policies for a New Learning Environment.
Week 7 <ul style="list-style-type: none"> • Module 10: Program evaluation 	<ul style="list-style-type: none"> • Group discussions – Peer Review of a DL Plan 	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, pages 26-30 • Teaching and Learning Online, Chapter 9 • Chapman, D. D. (Spring 2006) Building an Evaluation Plan for Fully Online Degree Programs <i>Online Journal of Distance Learning Administration, IX(I)</i>. • Quality on the Line. Institute for Higher Education Policy • Evaluating Online Learning: Challenges and Strategies for Success. U.S. Department of Education.
Week 8 <ul style="list-style-type: none"> • Module 11: Launching a new program • Wrap-up 	Weekly discussion Virtual Curriculum Plan <i>(Key Assessment)</i>	<ul style="list-style-type: none"> • An Administrator's Guide to Online Education, Chapter 8

Required Texts:

Morris, S. (2002). *Teaching and Learning Online: A Step-by-Step Guide for Designing an Online K-12 School Program*. Lanham, MD: Scarecrow Education.

Shleton, K. & Saltsman, G. (2005). *An Administrator's Guide to Online Education*. Greenwich, CT: Information Age.

Supplemental Readings:

Supplemental readings will be posted online by the instructor.

Grading:

Assessments	Links to Course Outcomes	Points
2 Article Reviews - 100 pts each	<ul style="list-style-type: none"> • Be knowledgeable about current trends and issues relevant to the development and implementation of virtual school curriculums. • Assess the implications of current trends and issues to the development and implementation of virtual school curriculums. 	200
Interview Report	<ul style="list-style-type: none"> • Be knowledgeable about current trends and issues relevant to the development and implementation of virtual school curriculums. 	75
Virtual Curriculum Plan – <i>Key Assessment</i>	All	360
2 Group discussions – 50 points each	All	100
Discussion and participation: 8 Class discussions – 30 points each Overall participation – 25 points	All	265
Total		1000

Grading Scale:

Points	Grade
930+	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
700-800	C

Weekly Schedule:

- The weeks in this course will begin on Friday and new content will be available on Friday mornings, 8:00 am central time.
- Initial posts to discussions will be due on Tuesday night and all responses will be due by the following Sunday night.
- All assignments will be due on Sundays at midnight, central time, unless otherwise posted.

Discussions and Participation

You are required to actively participate in weekly online discussions. While there is no specific day/time at which you must log in, I strongly recommend that you log in several times per week to participate. Your participation will be graded on both the quantity and quality of your postings. First submissions to weekly discussion are expected by Tuesday, midnight. You are required to post a minimum of one original posting to each discussion question, and 2 posts that are a feedback response to other students' posts. Posts such as "I agree," "Good Answer," or the likes, are not acceptable. Feedback posts are due by Sunday, midnight.

Activities and Assignments (Additional instructions for all assignment are available in the course)

- **Small Group Discussions:** There are 2 small group discussions in this course, which may require research, discussion, and/or a summary report to the class. You will sign up for groups in Week 1 and groups will remain the same for all group activities.
- **Interview:** Students are to conduct a short interview with a school administrator to learn about institutional issues, culture and readiness relating to a virtual curriculum.
- **Article Review:** Students will review two articles from peer-reviewed journals that address the following topics -- 1) an institutional issue and 2) a faculty or student issue.
- **Virtual Curriculum Plan (Key Assessment):** Students will write a project plan for the launch of a new virtual school curriculum.

Writing Expectations

All written assignments should adhere to the following expectations:

- Use MS Word
- Time New Roman, 12 point font
- 1 inch margins
- Double spaced
- References in APA format
- All submitted files should be named: **LastName_AssignmentTitle**

Late Submissions

- Grades for work submitted up to 1 week past the due date will be reduced by 10%.
- Any work submitted more than 1 week past the due date will be reduced by 15%.
- No work will be accepted after the Monday that is after the last day of class, at midnight (central time).

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Virtual Curriculum Plan

By the end of this course you will have a 11-point virtual curriculum plan for the organization of your choice. The plan will include information, policies, and processes that would help you implement and manage your virtual curriculum. While the plan itself is most likely fictitious, you should pick a real organization on which to base the plan. This can be a k-12 school or district, higher education institution, non-profit organization, or private company.

The plan will be graded at the end of the course, but most weeks you will be prompted to add new components to the plan based on the topics covered that week. Your plan will be posted to a wiki space created for you. The plan will be viewable to the instructor and your classmates.

Posting plan components to your wiki on a regular basis will be to your advantage as it will save you a lot of work at the end of the course. In addition, the instructor will review the wikis at least one before the end of the term and give you feedback, which you can use to revise your plan before the final grade. There will also be informal peer review opportunities throughout the course.

You should use the textbooks, assigned readings, class discussions, sample curriculum plans, and your own research as reference materials for completing each component. Please cite references where requested and where appropriate.

Plan Components (week in which students will be prompted to post work):

1. Program description (Week 2)
 - Describe the grade level, curricular area, and scope of the proposed program, including number of courses and programs that will ultimately be offered. Indicate whether this will be a completely virtual or hybrid (online & onsite) curriculum. Write this description as a potential part of your marketing materials.
2. Background information on institution or organization (Week 4)
 - Background information should include name of institution or organization, mission and target learners, location, size, number of employees, number of learners, and factors impacting the organization's readiness of a virtual curriculum.
3. Staff organization and responsibilities (Week 4)
 - Draft an organization chart showing any staff persons within the organization that have responsibility for the virtual curriculum, including a short job description and target salary for those with primary responsibility.
4. CMS choice and rationale (Week 5)
 - Describe the content management system of your choice (name, main features, technical requirements, cost) and explain how it will meet the needs of your program.
5. Content development plan (Week 5)
 - Outline a plan that indicates how content will be developed (which design model will be used and who will participate in development) or purchased (who will select, where it will be purchased from, and at what cost).
6. Copyright statement (Week 6)

- Write a statement that will be published to faculty and students that outlines the organization's policy regarding copyright as it pertains to the virtual curriculum. Cite specific laws, acts, and/or amendments that you are relying on for these policies.
7. Faculty support plan (Week 7)
 - Describe how you plan to support your faculty from program initiation through teaching. What policies and services will you implement to support their needs, compensate them for their work, and protect their rights.
 8. Student support plan (Week 7)
 - Describe how you plan to support your students from inquiry to program completion. What policies and services will you implement to support their needs and ensure satisfaction.
 9. Program evaluation plan (Week 8)
 - Write a program evaluation statement that outlines your objectives, measures of success, the steps you will take to conduct your evaluation. Identify the appropriate accreditation agency and their guidelines for evaluating distance programs *and/or* other evaluation policy document that will be used as the basis for your evaluation plan (from professional organization, local/state/national department of education, etc.).
 10. Rollout and marketing (Week 8)
 - Outline a timeline for developing, marketing, and launching the program. Describe marketing efforts that will be implemented to attract appropriate learners to your program. If available, indicate the cost of these proposals.
 11. Budget (Discussed throughout the course, but should be done in Week 8)
 - Summarize the start up costs of your virtual program. Include items that you are able to project a cost for, including salaries, technology, faculty training and compensation, content purchases, marketing, etc.

Grading

Each component will be worth a maximum of 30 points. Full credit for a component will be given to students who appropriately and thoroughly address all of the points in the component, as directed above. An additional maximum of 30 points will be given for technical aspects of your work, including spelling, grammar, clarity, and organization. The total points for this assignment is 360. Please see the Grading Rubric below.

Grading Rubric

Criteria	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
1. Program Description	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately.	- All topics are addressed and all questions answered fully, clearly, and accurately.
2. Background information	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately.	- All topics are addressed and all questions answered fully, clearly, and accurately.
3. Staff Organization and Responsibilities	- Few or no topics are addressed and few or no questions answered. - Proposal is not suitable for program based on research of literature and/or industry benchmarks/standards.	- Some topics are addressed and most questions answered. - Proposal is marginally suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately. - Proposal is suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered fully, clearly, and accurately. - Proposal is appropriate for program based on research of literature and/or industry benchmarks/standards.
4. CMS Choice and Rationale	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately.	- All topics are addressed and all questions answered fully, clearly, and accurately.
5. Content Development Plan	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately.	- All topics are addressed and all questions answered fully, clearly, and accurately.
6. Copyright Statement	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered. - Few sources are	- All topics are addressed and all questions answered but either not fully,	- All topics are addressed and all questions answered fully, clearly, and

	- No sources are documented.	documented.	not clearly, or not accurately. - Some sources are documented.	accurately. - All sources are accurately documented.
7. Faculty Support Plan	- Few or no topics are addressed and few or no questions answered. - Proposal is not suitable for program based on research of literature and/or industry benchmarks/standards.	- Some topics are addressed and most questions answered. - Proposal is marginally suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately. - Proposal is suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered fully, clearly, and accurately. - Proposal is appropriate for program based on research of literature and/or industry benchmarks/standards.
8. Student Support Plan	- Few or no topics are addressed and few or no questions answered. - Proposal is not suitable for program based on research of literature and/or industry benchmarks/standards.	- Some topics are addressed and most questions answered. - Proposal is marginally suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately. - Proposal is suitable for program based on research of literature and/or industry benchmarks/standards.	- All topics are addressed and all questions answered fully, clearly, and accurately. - Proposal is appropriate for program based on research of literature and/or industry benchmarks/standards.
9. Program Evaluation	- Few or no topics are addressed and few or no questions answered. - Proposal is not suitable for program based on research of literature and/or industry benchmarks/standards. - No sources are documented.	- Some topics are addressed and most questions answered. - Proposal is marginally suitable for program based on research of literature and/or industry benchmarks/standards. - Few sources are documented.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately. - Proposal is suitable for program based on research of literature and/or industry benchmarks/standards. - Some sources are documented.	- All topics are addressed and all questions answered fully, clearly, and accurately. - Proposal is appropriate for program based on research of literature and/or industry benchmarks/standards. - All sources are accurately documented.
10. Rollout and Marketing	- Few or no topics are addressed and few or no questions	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered	- All topics are addressed and all questions answered

	answered.		but either not fully, not clearly, or not accurately.	fully, clearly, and accurately.
11. Budget	- Few or no topics are addressed and few or no questions answered.	- Some topics are addressed and most questions answered.	- All topics are addressed and all questions answered but either not fully, not clearly, or not accurately.	- All topics are addressed and all questions answered fully, clearly, and accurately.
12. Mechanics (across all parts of the plan)	- Many grammatical, spelling, or punctuation errors. - The information appears to be disorganized.	- A few grammatical spelling, or punctuation errors. - Information is not well organized.	- Almost no grammatical, spelling or punctuation errors. - Information is organized.	- No grammatical, spelling or punctuation errors. - Information is very organized.

Rubric ISTE III a b and IV b, c (For use in EDTC 5840 Designing a Virtual School Curriculum)

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

NETS.T Standard		Performance Indicator	Measure	
III. a	Facilitate technology-enhanced experiences that address content standards and student technology standards.	design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE NETS for Students).	Student online modules and artifacts contain ISTE NETS for student standards along with State standards (e.g. MoSTEP) in relation to the objectives of content.	1 - 3
III. b	Use technology to support learner-centered strategies that address the diverse needs of students.	Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity.	Student artifacts & discussions include focus on the Bobby accessibility site. Web projects are assessed with Bobby and include ALT tags for images.	1 - 3
IV. a	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Use technology to create traditional or authentic assessment tools to measure student learning from a teacher created instructional video.	Planning documents describe assessment techniques such as tests and rubrics.	1 - 3
IV. c	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	Use technology to create traditional or authentic assessment tools to measure student learning by developing content based video.	Reflective statement on rationale for technologies used in lesson development.	1 - 3