

Online Education Initiative (OEI) Course Review Application

In order for a course to be offered as a part of the OEI, it must conform to established standards that have been implemented to ensure that the course design, approach to instruction, and level of accessibility establish a quality learning environment that conforms to existing regulations. In addition, faculty wishing to teach this course as part of the OEI must demonstrate proficiency in online instruction, including knowledge of current and appropriate online teaching pedagogy, a clear understanding of online assessment tools, and mastery of the course management system.

Prior to the submission of a course for OEI consideration, it is required that the faculty member review the OEI standards for course design and effective online teaching, and complete the following application and self-evaluation. The self-evaluation is a component of the OEI Course Application process.

Name	Catherine Overdorf
E-Mail	coverdorf@avc.edu
College	Antelope Valley College
Course Name & Number	CFE 102 The Developing Child
Course C-ID Designation	CFE 102
Are course prerequisites, if any, consistent with those required by C-ID?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	If "NO" is selected above, please explain:
Years teaching fully online courses	9 years
Years teaching submitted course	9 years
Online teaching certifications received – please indicate where and when received	Course from Eastern New Mexico University and Trainings from Antelope Valley College (ongoing)
Course Management System	Blackboard
Reviewers will need course access as students in order to review courses. Ideally, access will be provided to an environment in which faculty-student interaction in a public forum can be observed. Please indicate below who should be contacted to arrange course access.	
Contact Name	Dr. Charlotte Forte-Parnell
Contact E-Mail	cforteparnell@avc.edu
Contact Phone	661-722-6300 ext. 6382

Course Design Rubric for the Online Education Initiative

Standards for Quality Online Teaching Rubric

Explanation:	Consists of 4 components. The Course Design Rubric focuses on how the course establishes a quality learning environment that demonstrates best practices for online teaching and learning.	Consists of 5 components. These components are designed to align with the Course Design Rubric for the Online Education Initiative, but require instructors to reflect on <i>why</i> specific tools, strategies, or resources are included.
A. Course Design	Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.	This component addresses faculty understanding of course design, including the distinctions between hybrid and fully online delivery. Faculty are asked to consider not only which resources and tools they have used, but also why these tools are useful and appropriate for the course.
B. Interaction and Collaboration	Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.	In addition to course design that facilitates interaction and collaboration, the instructor plays a major role in setting expectations, developing a collaborative learning environment, and responding to student work and needs. This component focuses on the behavior and tools instructors will use to create online presence and foster online community in their classroom.

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C. Assessment	Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.	While the course design focuses on the use and development of assessment tools in the course, this component focuses on the instructor’s rationale for the alignment between their objectives, resources, activities and assessments. Instructors are asked to reflect on why they are using particular assessments, and they are asked to explain how they collect and use data from formative and summative assessments to enhance student success or redesign elements of the course for more effective instruction.
D. Learner Support	Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.	While course design focuses on the resources made available to students, this component focuses on how the needs of diverse students are addressed and supported by the instructor, including the instructor’s awareness of diverse needs and ability to provide accessible resources.
E. Professional Development		The technology supporting distance education is developing rapidly. This component addresses the professional practices and peer support the instructor has developed to remain current, both in their CMS and in the field of distance education.

A complete copy of the adopted criteria can be employed during the pilot phase of OEI implementation be found at <http://ccconlineed.org/documents/category/6-professional-development-workgroup>. These criteria will be the basis for course review during the OEI Pilot Consortium Course. Your feedback on the review process is welcome. Please forward any questions, comments, or concerns to Michelle Pilati at mpilati@riohondo.edu.

Minimum weighted scores in each of the 4 components are required for a course to be offered. Both the answers to the self-assessment and online course review will be considered when scoring each criteria. In addition, inclusion of a component with content related to the Online Education Initiative is required.

When it is deemed appropriate, the instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues. The review process will be greatly facilitated by addressing known course issues in advance of the review.

Self-Assessment Questions to be completed by applicant:

A: Course Design

1. Explain your approach to online teaching and how you utilize best practices for online teaching within your discipline. *You may wish to consider why student success in an important issue in distance education and how you address the issue through explicit policies and procedures, as well as campus resources available to support student success.*

2. The approach I use to design my online class is similar to the design of the face-to-face course I teach, with the exception of engaging students more frequently online. The child development course requires the students to learn the significant theories related to the subject and be able to apply the theories and current research when observing and working with young children. In order to assist students be successful in the course, I use as many communication tools as I can think of. I post announcements frequently, have bi-weekly discussion forums, provide online office hours, so students can chat with me, use the message area in the course management system as well as provide my phone number so students can actually talk to me. The syllabus spells out clear expectations of students, due dates for all course assignments and activities, grading policy. The discussion forums are designed to provide open-ended questions and critical thinking skills. I incorporate materials available on the Internet into the discussion forums. I email all students the course expectations one to two weeks before the semester begins and ask for an email from them to insure they have received them. I encourage students to utilize the college website provided which assists in understanding the course management system. I also refer students to the Learning Center for tutoring and students with disabilities to seek assistance from the Office of Students with disabilities. I have not been successful in creating a community of learners in the online environment. The attrition rate for the class is high, which has prevented me from forming successful group assignments. I am looking forward to use the OEI Student Readiness model OEI is creating to assist in retaining students and helping those that do remain to be more successful.

3. Discuss your ability to use a range of technologies—both within and outside of your Course Management System (CMS)—that effectively support student learning and engagement. *You may wish to consider the variety of tools you use to meet content demands of your course and various learning styles of your students). What tools have you adopted? Why? In what way or ways is content presented to students? Have efforts been made to break material down into manageable segments? Which tools within the CMS do you currently use?*

I use the textbook and various resources provided by the publisher including PowerPoint's, videos, quizzes, lectures in text format and additional supplemental resources. I also use some videos on YouTube and other websites as appropriate. The work is broken by weeks and follows the chapters in the textbook. Each week an assignment, quiz and discussion forum is provided. Generally, the students who are least successful wait until right before an assignment or discussion is due to complete the work. This ends up with students who submit work that is incomplete and below expectations, especially the more extensive assignments. I am hopeful that the Student Readiness model will address this issue. The tools I use within Blackboard are the

OEI Course Review Application

[collaboration tools, course messages and chat room, gradebook, announcements, Blackboard help for students, contacts and content areas.](#)

~~1.4~~ Are students encouraged and/or required to use additional software?

- a. ~~NO~~-NO, I use Blackboard, our course management system, and the tools within Bb.

B: Interaction and Collaboration

1. How do you plan, design, and incorporate active learning, participation, and collaboration. *You may wish to consider how the activities in your class help students meet unit objectives, how you will establish trust and a sense of community in your course, how you support collaboration and interaction, how you will foster rich and robust discussion, and how you incorporate regular and effective contact. Where do student find contact information for the instructor? What guidelines for communication, if any, are provided?*

[The Discussion Board is the main area I use to create and foster a sense of community. I do not feel that this has been very successful. I do not feel the same sense of community and engagement in the online courses as I do with my face-to-face students. One of the differences, I believe, is the fact that many of the students in the online course are not taking the course as part of their major course of study. I have parents, grandparents and others who are taking the course because it sounds interesting and desire to learn how to discipline their children. They are not interested in the science of child development and not motivated to complete the requirements, especially the more demanding assignments. I know their majors and reasons for taking the course since the first discussion forum asks each student to introduce themselves, identify the reason for taking the course and questions they have regarding child development. I provide two forums in the discussion area where students can collaborate. One is an assignment helper and the other is for technology issues. I monitor these and encourage students to help each other when possible.](#)

[I provide my contact information on the syllabus and under the contact area in tools. It has a picture of myself, the office location, email address and phone number. My policy is to respond to messages and emails within 24 hours. I also post in the announcements what is due each week and other pertinent information.](#)

[I have attempted to establish regular weekly effective contact in several ways. I post a weekly announcement, outlining what chapter we are working with and what assignments are due. I read the discussions being submitted. I have found that when I intervene in the discussion forums students tend not to be as forthcoming in their opinions so I refrain from interfering too much with their discussions, as I want them to be comfortable sharing information with each other. I read the forums twice weekly, however I find that many students post right before the initial post is due and then respond right before the replies are due. I can certainly use some assistance in devising and incorporating more effective discussion forums. I do grade assignments on a weekly basis thus allowing students to keep track weekly of their progress. I encourage use of the course message area rather than email as I find it easier to respond to their questions when I am right in the course. I also have weekly online office hours in the chat room. During week 4 they are required to attend one on the chat sessions. I schedule these](#)

OEI Course Review Application

[one during the evening and one during the day on different days to accommodate students' schedules.](#)

2. Explain how you establish and maintain communication with your students to promote student success. *You may wish to discuss the forms of communication that are regularly used in the course and how they promote success. Are guidelines for required levels of student participation clearly stated? How frequently – and promptly – will the faculty contact students?*

[In order to promote students success, I provide feedback on the assignments giving information about the content and application. I grade weekly, using the gradebook. The "my grades" tool in Blackboard is continually available to students. I contact students who are not performing satisfactorily and give them options to get help with the material and course navigation. I notify students who are not participating on a regular required basis and send emails before a student is dropped and provide the dates for withdrawing from the course. The guidelines for course participation are clearly outlined in the syllabus and pre-semester instructions emailed to the students before the course begins. I also remind students individually during the semester when I notice that they are not logging into or completing the requirements. I am open and would be appreciative of better ways to help students be successful. I am most interested in retaining more students in the online courses I teach.](#)

3. Explain how you scaffold student success through clear policies and feedback. *You may wish to consider how you set expectations through how the course goals and objectives are communicated to students, the provision of grading rubrics, course policies, and regular feedback.*

[Graded work and exams contain feedback on student submission, encouragement for their process and comments on the product. I give specific information on how assignments could be improved. The student learning outcomes are described on the syllabus and rubrics are provided with those assignments. The rubrics used to grade those assignments are given to the student with comments.](#)

4. Explain how you model fair use, copyright, and other intellectual property regulations within your course, and how you guide your students toward legal, ethical, and safe technology use. *You may wish to consider your campus academic integrity policy, acceptable use policy, netiquette and/or FERPA guidelines). Is information regarding institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) clearly labeled and easy to find?*

[I give appropriate credit to any outside material I use. Most of the material I use comes from the publisher. When websites are provided they are in web format and students know that the material belongs to that site. The syllabus has a plagiarism and netiquette policy. I only provide websites that I have previewed.](#)

C: Assessment

1. Discuss how you use both formative and summative assessments that help your students achieve course objectives. *You may wish to consider the connection between your formative and summative assessments, grading rubrics, and direct alignment between your assessment and your objectives. How often are students assessed and what forms of assessment are employed? What forms of self-assessment, if any, are used?*

OEI Course Review Application

The students complete weekly formative chapter quizzes. These are multiple-choice quizzes provided by the publisher of the textbook. I provide a pre-quiz that is not counted towards their grade so they can self-assess what they already know and understand and what areas they should spend more time on. The post-quiz is then due at the end of the week and does count toward the grade. Generally, when students realize the pre-quiz does not count toward their grade they do not complete it. Assignments are designed and aligned with the course objectives and Student Learning Outcomes. There are two summative assessments at midterm, at week eight of the semester and a final summative assessment. Grading rubrics are provided for the assignments associated with the Student Learning Outcomes.

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2. Explain how you use course tools, statistics, and assessment feedback to gauge the effectiveness of your teaching and modify content accordingly. *You may wish to consider how you use feedback from quizzes, tracking data, and surveys to monitor student participation and success, and to modify course content or activities when appropriate. How is feedback from students regarding course design and course content solicited?*

I use course tools including the message area, email and collaboration/office hours to provide information for the students. I review the chapter quizzes to determine if there are specific concepts students are having difficulty answering. I also review the midterm and final to determine which areas I may need to focus on more extensively. The observation assignments appear to be the most difficult for students so I modify them nearly every semester to help students understand the requirements.

D: Learner Support

1. Explain the process you use to ensure your course material is accessible and that you are meeting the needs of students who request accommodation. *You may wish to consider what measures have been taken to ensure that the course is accessible. Are you aware of any accessibility issues that need to be addressed? How are varied learner needs and interests addressed in the design of the course? What measures have been taken to ensure that all students are appropriately engaged with the course content? How are students made aware of institutional policies, contacts, and procedures for supporting learners with disabilities?*

The few audio materials I used have transcripts and video materials are close captioned. I have had a student who was hearing impaired and was able to successfully navigate and complete the course. I also have students who need additional time on the quizzes. I allow students to have this additional time without penalties for late submission. The summative assessments are open for over one week so all students have ample time to complete them. I have a statement in the syllabus for students with identified disabilities and the contact information for the Office of Students with Disabilities at AVC.

2. Explain your ability to arrange media and content for student success and progression through the learning unit and course. Specifically, what content, resources, and activities are included in your learning units? How do you explain to students how they should proceed through each

OEI Course Review Application

learning unit and the course as a whole? *You may want to describe how your course site navigation, your learning unit introduction, course orientation, and/or your course calendar provide support to guide students both in their progression through the course and in locating resources for additional assistance, such as tutoring and DSPS accommodations.*

In order to help students with navigation I provide an online orientation, which explains in detail all of the areas of the course and how to navigate to each component. My course is organized weekly according to what chapter we are studying in the book. All of the assignments including the two summative evaluations are located under the assignments tab. The quizzes and resources have a separate tab, as does the discussion area of the course. The course opens to the announcements so students know what is due and any other information for the week. I provide links within the course for the first several weeks to enable students to navigate more smoothly. Except for the assignments, which I have created, and several of the discussion forums, most of the material comes from the publisher of the textbook. There is much more material provided by the publisher of this book that I am able to incorporate. I attempt however to provide as much information as possible for students to help them grasp the concepts and content. I find that students often do not purchase the textbook. This puts them at a huge disadvantage for success in the course. I just had a phone conversation this week with a student who was attempting to complete an extensive assignment incorporating concepts and theories from the book. I referenced the book in the format for the assignment. When I referred her to this format and the pages, she indicated she did not have a book. It is not surprising to me that she is not passing the class at this point. The syllabus is quite comprehensive in explaining all aspects and requirements of the course. While there are resources and other information in the course it is basically set up so students can navigate it simply. They only need to navigate to assignments, discussion forum, and the weekly chapter folder. Students are asked to complete a chapter pre-quiz, read the chapter, complete the assignment and discussion forum for that chapter and then finish with the post quiz. Additional materials include lecture guides, a PowerPoint, critical thinking questions, chapter outlines, flashcards, what you have learned and crossword puzzles. The additional materials are not required and I find very few students who use these. These could be very beneficial but students do not use them. I could use some help with better use of the resources by students. I am excited for help especially in the area of tutoring.

3. Describe the capabilities of your CMS in terms of facilitating accommodations for students with disabilities. *Please consider the tools available in your CMS, such as features for allowing individual students to have extended time on quizzes and exams, different number of attempts allowed, support for alternate assignments, etc. Describe your ability to independently configure and enable them, as opposed to any settings that might require assistance from the CMS system administrator. Identify any features or settings that must be enabled for the entire roster as opposed to an individual student.*

I have had students with various special needs take this course. They have been able to complete the course successfully. I believe Bb has many features, which allows for various accommodations and modifications. I rely on the forms provided by the students that indicate which modifications and accommodations need to be made for the students. I have been able to provide those with the CMS that we use.

OEI Course Review Application

E: Professional Development

1. Discuss the professional development opportunities in which you participate to stay current in distance education and your content area. *You may wish to consider on-campus workshops and training, conferences, and groups or organizations to which you belong.*

I took a course through a University in New Mexico that was designed to help me learn how to provide online education. In addition, I attend almost every professional development workshop provided through the AVC technical trainer on the course management system and other resources for online learning. I attend trainings and conferences in Early Childhood Education and I am a member of the National Association for the Education of Young Children. I also do ongoing research available online regarding distance education and child development.