

EIPT 5970 Instructional Design, Faculty Development, and Higher Education

(Three Credit Blended Course – 80% online, 20% in class)

Course Syllabus—Summer 2015

Instructor: Dr. Hong Lin (<http://honglin.weebly.com/>)

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Communication Plan

E-mail communication is the primary method with me in this course. I will respond to students' e-mails within 48 hours unless otherwise indicated. To ensure a prompt response, please put "EIPT 5970" in your subject line as a prefix. For example, your subject line could be: EIPT 5970: Question about Syllabus, or EIPT 5970: Going Away to Conference Next Week.

Office Hours

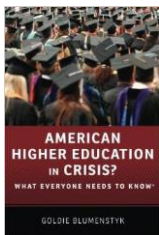
Face-to-face or synchronous meetings by chat or videoconferencing can be arranged by appointment.

My Skype ID and Google Hangout ID are: honglin522; FaceTime ID: honglin@ou.edu.

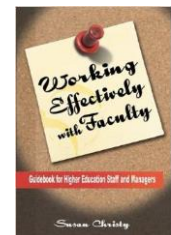
Course Format

Blended (online and three 2-hour face-to-face class meetings on May 21st, June 4th, & June 11th, 2015 in ECH 0334 in the College of Education.)

Required Textbooks and Readings



1. [American Higher Education in Crisis: What Everyone Needs to Know](#) (Goldie Blumenstyk)
2. [Working Effectively with Faculty: Guidebook for Higher Education Staff and Managers](#) (Susan Christy)
3. Additional required readings in D2L.



Course Description

From technological advances to demographic shifts in the college-going population to curriculum reform, higher education across the United States is facing a range of significant challenges and new opportunities. What problems do institutions want to solve and, what can instructional designers (IDs) and faculty development (FD)

professionals contribute to this problem-solving process? Why are institutions putting such great efforts into curriculum design, reform, and faculty development? What are big data movement, digital badges, stackable credentials, competency-based degrees, alternative-education options, STEM issues, online master programs, and many more changes? What pedagogical and technological best practices are being adopted in hope to adjust to the changes higher education? What job opportunities are available for those who aspire to work with faculty and various stakeholders in higher education? The purpose of this course is to provide students with the knowledge and skills necessary to effectively work in higher education.

Course Objectives

Students will:

1. explore contemporary challenges and changes in higher education in the U.S.
2. analyze curriculum reform projects, purposes, and approaches
3. evaluate technological advances, platforms, and protocols adopted by institutions
4. examine best practices of working with faculty and various stakeholders
5. identify job opportunities, expected skill sets, and workflows as IDs and FD professionals
6. practice strategies for effective team work, communication, and professionalism
7. acquire analytical, leadership, and professional skills to drive personal growth and success in higher education

Course Prerequisites

Since the majority of the instruction is online, to successfully complete this course, you are expected to already have a basic level of computer skills, including file management and use of Microsoft Office applications, and have a basic level of skill at using the Internet to find information and communicate.

Course Site and Modules

In addition to Course Information, this course is organized into seven (7) weekly modules in D2L. Each module follows a similar format, including readings, activities, discussion, and assignments. I will release the course modules week by week.

Course Expectations

This is a very intensive course in a seven-week timeframe. You are expected to reserve AT LEAST three (3) hours every day to read, participate in online discussion board, and do projects.

Course Activities and Assignments

Assignment instructions, details, and due dates will be posted in D2L. It is your responsibility to make sure that all assignments are submitted correctly and on time, according to the assignment instructions. Any assignments not submitted correctly or on time will be considered late.

1. Course Online Discussions

- a. **Forming the groups** - Students are enrolled in different groups for each week's discussion, so you have the opportunities to work with different peers. You are restricted to the discussion topic of your own group from Monday to Thursday. Then the restriction is removed so you can, and are encouraged to, access and contribute to other groups' discussions.

- b. **Facilitating Discussions** - Students will have the opportunity to facilitate one of the discussions as facilitators. The instructor will model the first two weeks' discussions and assign students to facilitate the remaining weeks. Afterwards, the assigned facilitator is responsible for initiating the group's discussion with at least two questions or ideas based on the readings, which is due in the Discussion Board in D2L by Sunday, midnight. The facilitator will work to guide and deepen the discussion through replies to other participants' posts. This may be in the form of additional thoughts or questions.
- c. **Quantity of Postings** - Active participation in course discussions is a major aspect of this course. For each weekly discussion, you are expected to post AT LEAST two (2) responses by Wednesday, midnight after the facilitator posts his/her initial post. One post is to respond to the facilitator's questions. Another post is your comments on another group members' post. Afterwards, please respond to AT LEAST two (2) other participants' posts by Sunday, midnight each week. You are encouraged to exceed this minimum expectation. The minimum requirements are to get a conversation started.
- d. **Quality of Postings** - Your posts should be comparable to the kinds of comments you would make in a face-to-face course. A three-page essay will not lend to a quality discussion. On the other hand, neither will only saying "I agree!" or "That is a great idea." Please consider the quality of your participation when you post. The quality of the online discussion is contingent on the depth and richness of the posts of those in the discussion. See Appendix A for a rubric of quality discussion. Also see Appendix C Netiquette Guidelines for tips on appropriate discussion board behavior.
- e. **Instructor's Role** - I will actively participate in the course discussions but will not interfere with the role of the facilitator.

2. *Activities and Assignments*

This course tries to balance individual and collaborative activities and assignments either online or in the face-to-face class meetings. For each module, you will complete two or more activities and assignments that build upon the concepts presented in the reading and discussions. Details for each activity and assignment will be available in its respective module, as well as how they will be assessed. See activities and assignments in Course Schedule on pages 5 -6.

Late Work and Class Meetings

1. Turning work in on time is a sign of professionalism and respect for not only your instructor, but also for the other students in the course. Any assignment turned in late (that has not been previously discussed with the instructor) will be worth 50% of the possible value. No assignment will be evaluated that is received after the next module's completion date. For example, if we begin to work on Module 5, work from Module 3 will not

be evaluated.

2. There will be three face-to-face class meetings. We will have speakers and presentations. If you have to miss a class meeting, the instructor can give you a project to make it up, but it might require more time from you to make it up. If you have to miss two class meetings, your grade will be lowered a letter grade by default. Please communicate with the instructor in a timely manner if you need flexibility.

Grading

The activities and assignments in this course will be graded on a total points system. There will be 1,000 total points. Each module provides a breakdown of points.

Graded Activities & Assignments	Individual Points	Total Points
Syllabus Quiz	25 pts.	25 pts.
Self-Introduction	25 pts.	25 pts.
Signing up for Job Sites	25 pts.	25 pts.
Six (6) Weekly Online Discussions (See rubric in Appendix A)	25 pts./Discussion	150 pts.
Seven (7) Weekly Reading Quizzes	25 pts./Quiz	175 pts.
Three (3) Ongoing Reflective Papers (See rubric in Appendix B)	100 pts./Paper	300 pts.
Three (3) Wiki Activities	3 activities/ 50 pts.	150 pts.
One (1) Group Presentation	50 pts.	50 pts.
One (1) Interview Project and Summary	100 pts.	100 pts.
Total		1,000 pts.

900-1000 pts. "A" GRADE
800-899 pts. "B" GRADE
700-799 pts. "C" GRADE
600-699 pts. "D" GRADE
BELOW 600pts "F" GRADE

Attendance

The success of this course depends on each participant (instructor and students) to actively contribute to the online community of learners and class meetings. For this reason, all students are expected to facilitate the development of this learning community. Attendance in an asynchronous online course is not based on "seat time," but instead is based on course activity. Activities that represent online attendance in this course include reading, completing assignments, constructive contributions to discussions, and openly reflecting on the learning process.

Internet Etiquette (Netiquette)

All students are expected to maintain a level of professionalism in all aspects of course communication. In order for all students to feel invited to participate in this course, please abide by commonly accepted online behavior standards, known as "netiquette" **Appendix C**.

Course Schedule

The instructor reserves the right to modify the syllabus or course schedule as deemed necessary. If a change is made, an e-mail will be sent to all students.

Course Schedule

(Subject to change)

Date	Topics/Readings	Due
5/11-5/17 Week 1 Higher Ed in Crisis?	* Course Orientation	* Online Self-Introduction Materials – 25 pts. <i>Wednesday, midnight, Discussion Board</i> * Syllabus Quiz – 25 pts. <i>Sunday, midnight, D2L Quiz</i>
	* Crisis book – Introduction * Required readings in D2L	* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i> * Week 1 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i> * Sign up for POD Listerv, HigherEdJobs, and Chronicle – 25 pts. <i>Sunday, midnight</i>
5/18-5/24 Week 2 Changing Students Class Meeting 5/21, 5:30-7:30	* Crisis book – Part One: Students * Required readings in D2L * Invited Speaker in class	* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i> * Week 2 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i> * “Challenges and Issues” Reflective Paper Due in Dropbox – 100 pts, <i>Sunday, midnight</i>
5/25-5/31 Week 3 Adaptations	* Crisis book – Part Three and Part Four: Leadership and What’s Ahead * Required readings in D2L	* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i> * Week 3 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i> * “Adaptation” Reflective Paper Due in Dropbox – 100 pts. <i>Sunday, midnight</i>
6/1-6/7 Week 4 Curriculum Reforms and Faculty Development Class Meeting 6/4, 5:30-7:30	* All Reading Materials are in D2L * Invited Speaker in class	* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i> * Week 4 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i> * Collaborative “Curriculum Reform” Analysis Project in Wiki – 50 pts. <i>Sunday, midnight</i> * Group presentation in Class – 50 pts.

<p>6/8-6/14 Week 5</p> <p>Pedagogy & Technology</p> <p>Class Meeting 6/11, 5:30-7:30</p>	<p>* All Reading Materials are in D2L * Invited Speaker in class</p>	<p>* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i></p> <p>* Week 5 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i></p> <p>* “Pedagogy & Technology” Reflective Paper Due in Dropbox – 100 pts. <i>Sunday, midnight</i></p>
<p>6/15-6/21 Week 6</p> <p>Skill Set and Self-Evaluation</p>	<p>* Working with Faculty book: Section V: Take Care of Yourself and Your Career * Required readings in D2L</p>	<p>* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i></p> <p>* Collaborative Job Analysis Project in Wiki – 50 pts. * Skill Set Improvement Activity in Wiki – 50 pts.</p>
<p>6/22-6/26 Week 7</p> <p>Working with Stakeholders</p>	<p>* Working with Faculty book: Section III & Section IV: Working with Faculty and Stakeholders * Required readings in D2L</p>	<p>* Reading Quiz – 25 pts. <i>Wednesday, midnight, D2L Quiz</i></p> <p>* Week 7 Discussion (in D2L) – 25 pts. <i>Initial two posts Wednesday, midnight; last two posts Sunday, midnight</i></p> <p>* Interview of Professionals and Summary of Interview – 100 pts. <i>Sunday, midnight</i></p>
<p>Summary</p>		<p>* Activities and Assignments for total 1,000 pts. * Online Discussion follows the circle of Wednesday, midnight for two initial posts, and Sunday, midnight for at least two additional posts</p> <p>* Three (3) Ongoing reflective Papers - “Challenges and Issues” paper - “Adaptation” paper - “Pedagogy & Technology”</p> <p>* Two (2) Collaborative Projects in Wikis * Class Meetings for speakers</p>

Technical Requirements

Computer System Requirements	
Component	Recommended
Browser	Firefox 37.02
Operating System	Windows XP Professional Mac OS X 10.10.3
Video	Resolution 1024 x 768 or greater
Internet Speed	DSL
Java Script	Enabled
Cookies	Enabled
Pop-Up Blockers	Disabled

- If you can open web pages and can watch a Youtube video with quality speed and sound, your computer is good for taking this blended course.

Academic Integrity

Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to get. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the Student's Guide to Academic Integrity at <http://integrity.ou.edu/students.html>

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

Disability Accommodation

Students requiring academic accommodation should contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html>. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Title IX Resources and Reporting Requirement

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on call 24/7. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405-325-2215 (8 to 5, M-F) or OU Advocates at 405-615-0013 (24/7). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. For more information, please see <http://www.ou.edu/eoo>.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Please see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

D2L Support

If you need assistance, please contact D2L Support Helpdesk at 405-325-HELP.

Appendix A: Rubric for Online Discussion

Performance Elements	4	3	2	1
Promptness and Initiative	Consistently responds to postings in less than 24 hours; demonstrates good self initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Responds to most postings several days after initial discussion; limited initiative	Does not respond to most postings; rarely participates freely
Relevance of Post	Consistently makes postings related to the discussion topic; cites additional references related to the topic	Frequently makes postings that are related to the discussion content; prompts further discussion of the topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Makes postings that do not relate to the discussion content; makes short or irrelevant remarks
Expression Within the Post	Expresses opinions and ideas in a clear and concise manner with obvious connection to the topic	Opinions and ideas are stated clearly with occasional lack of connection to the topic	Unclear connection to the topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to the topic
Contribution to Class	Aware of need of the class; frequently attempts to motivate the group discussion; presents a creative approach to the topic	Frequently attempts to direct the discussion and to present a relevant viewpoint for consideration by the group	Occasionally makes meaningful reflection on group efforts; marginal effort to become involved in the group	Does not make an effort to participate in class as it develops; seems indifferent

Appendix B: Rubric for Reflective Papers

Performance Elements	4	3	2	1
Format (levels of headings, conclusion section, citations, and references)	All elements thoroughly presented; extremely well organized, allowing smooth & logical flow; crisp and ready for publication.	All elements present with occasional disorganization and flow interrupted.	Some elements missing; regular breaks in organization; flow breaks down.	Elements missing; minimal organization and lack of flow.
Synthesis	Insightfully relates concepts and ideas from multiple sources; uses new info to enhance recommendations; recognizes missing info; correctly identifies potential effects of recommendation.	Inaccurately or incompletely relates concepts and ideas from multiple sources; shallow determination of effect of recommendation.	Poorly integrates info from more than one source to support chosen solution; Incorrectly predicts the effect of new info on recommendation.	Does not identify new info for recommendation.
Depth of Reflection	Identifies strengths and weaknesses in own thinking; recognizes personal assumptions, values and perspectives, compares to others', and evaluates them in the context of alternate points of view	Identifies some personal assumptions, values, and perspectives; recognizes some assumptions, values and perspectives of others; shallow comparisons of alternate points of view.	Identifies some personal assumptions, values and perspectives; does not consider alternate points of view.	Does not reflect on own thinking.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language Use	Use stylistically sophisticated language that is clear, precise of purpose,	Use basic but appropriate language.	Use language that is vague or imprecise.	Use language that is unsuitable.

	and varied sentence structure.			
Grammar	Grammar and usage are always correct and significantly enhance the writing clarity and style.	Grammar and usage is good, but does not always add to the style of the writing.	Problems with grammar and usage are not serious enough to distort the meaning, but may not be correct or accurately applied all the time.	Errors in grammar and usage are very noticeable, frequent, and affect meaning.
Spelling	Spelling is all correct.	Spelling is usually correct on common words, but more difficult words are problematic.	Spelling errors are frequent and repeated.	Spelling gets in the way of understanding the content.

Appendix C: Netiquette Guidelines

Netiquette Guidelines

A modeling of the words “network” and “etiquette”, **netiquette** refers to the manner in which communication is conveyed in an electronic environment.

Here are some guidelines for communication with this course:

- REFRAIN FROM USING ALL CAPS. IT IS CONSIDERED SHOUTING when communicating online.
- Respect other's opinions. If you disagree with what another has said, post your thoughts in an objective, respectful manner. Do not make remarks that can be taken personally.
- Reflect upon the text you have entered before posting.
- Keep the discussion within the scope of the course material.
- Communication should be grammatically correct. Adhere to correct sentence structure, grammar, and spelling conventions.
- Before you respond to a threaded message, read all the messages related to that message so that you understand the background of the message.