



ACADEMIC
PARTNERSHIPS™

Academic Services

So many things to remember...



QM Standard 1

Course Overview and Introduction

AP Course Building 101: One Module at a Time

Last edited by Mike.Simmons@auspartnerships.com 4 months ago



ACADEMIC
PARTNERSHIPS™

Course Building 101

START
HERE

MODULE
1

QM Standard 1

Course Overview and Introduction



Course Overview

AP Course Building: One Module at a Time!



Course Overview Transcript: [Link](#)

Have you completed these items in your Course Shell?

- Inserted the title of the course
- Replaced the prototype video with yours
- Included the Course Description text
- Included a link to a downloadable Syllabus
- Inserted your name under the video window
- Included a link to a video transcript

HELPFUL TIPS & STRATEGIES:

[Step-By-Step Instructions for This Page](#)



[View the BUSN 7000 Demo Prototype for a completed Course Overview page.](#)

[Tips for a Course Overview](#)

[Tips for Writing Objectives](#)

[Ed Tech du Jour: Building Community in your Online Course](#)

[Ed Tech du Jour: Strategies for Retaining Online Students](#)

[Checklist for Accessibility](#)

QM Standard 2

Learning Objectives (Competencies)



Course Objectives

Inserting Your Course Objectives

- ? What are "measurable" objectives?
- ? Why should I include the Course Syllabus on this page, too?



Course Objectives Transcript: [Link](#)

Have you completed these items in your Course Shell?

- Inserted the title of the course
- Inserted the Course Objectives, each beginning with an active verb
- Replaced the prototype image with a relevant image for your course
- Included a link to a downloadable Syllabus

HELPFUL TIPS & STRATEGIES:

- [Tips for Writing Objectives](#)
- [Helpful Strategies & Tips: Learning Objectives](#)
- [Checklist for Accessibility](#)
- [Bloom's Taxonomy Verb Wheel](#)

[Step-By-Step Instructions for This Page](#)

View the BUSN 7000 Demo Prototype for a completed [Course Objectives](#) page.

QM Standard 3

Assessment and Measurement



Module Quiz

Assessing Learning with Auto-Graded Quizzes




- ? Can I assess critical thinking with multiple-choice questions?
- ? What are the best practices for ensuring academic integrity for online assessments?





Have you completed these items in your Course Shell?

- Inserted the title of the quiz
- Stated clear instructions and set the scoring protocols
- Included deadlines
- Randomized questions and/or choices, if applicable

HELPFUL TIPS & STRATEGIES:

 [Tips for Quizzes](#)  

 [Tips for Writing Multiple-Choice Items](#)  

 [Checklist for Accessibility](#) 

 [Step-By-Step Instructions for This Page](#) 



[View the BUSN 7000 Course Prototype for a completed Module Quiz.](#)

QM Standard 4

Instructional Materials



Einstein's General Theory of

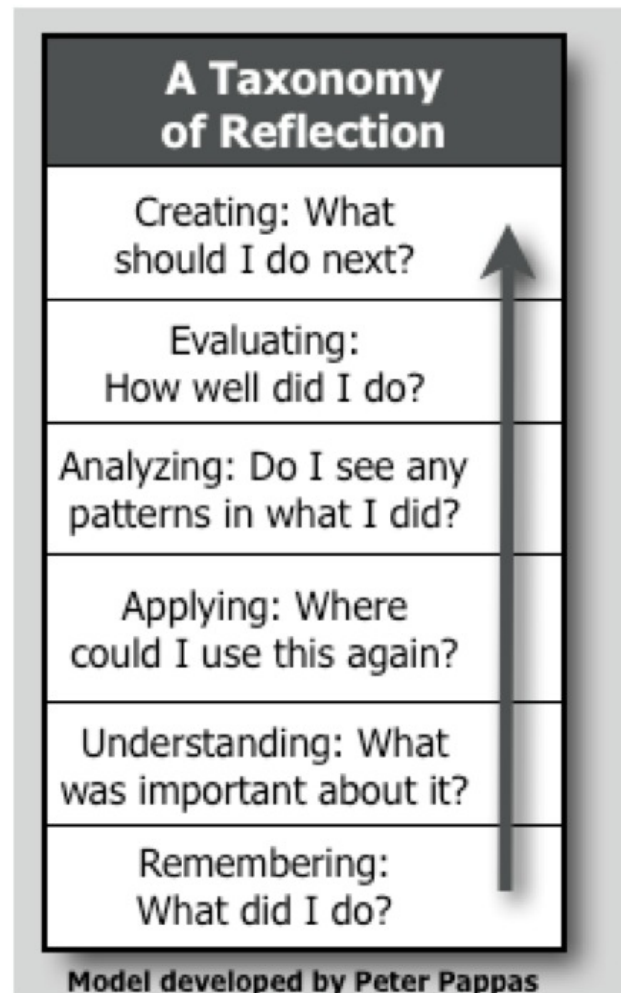
StanfordUniversity · 2,064 vide



... (SSSP) emerged during a period of social movement to counter the War II sociology' (Becker, 1976, a mainstream sociologist offered by at Burgess outlined the aims of the Problems as 'providing the journal's focus on concrete for the practical interest in the scientific wing of the... concerning the nature of 'sci- tics was the focus of Howard Becker's address (1947). Becker argued for a sociology controlling that social theory. Becker clearly aligns him-...
...
...
The American Sociologist 10(1) 1976

QM Standard 5

Learner Interaction and Engagement



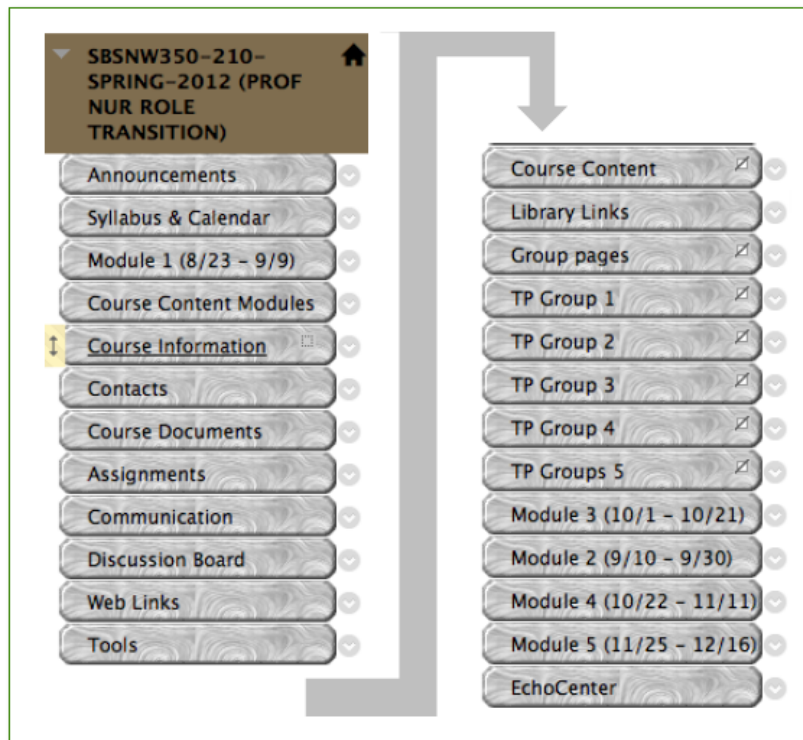
QM Standard 6

Course Technology

The Extreme Course Makeover – Navigation Before



Before



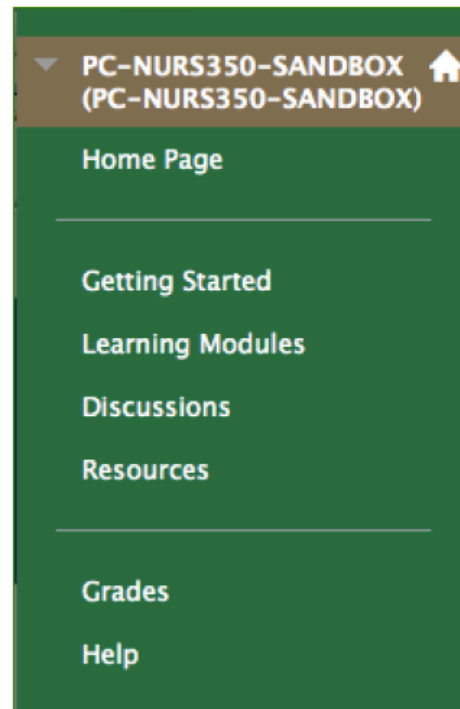
QM Standard 6

Course Technology

The Extreme Course Makeover – Navigation After



After



QM Standard 6

Course Technology

The Extreme Course Makeover – Learning Modules - Before



Before

The screenshot displays a course management system interface. At the top, there is a navigation bar with tabs for 'Courses', 'Libraries', 'Content Collection', 'VIP', and 'Community'. Below this, the main content area is titled 'Course Content Modules'. On the left side, there is a sidebar menu with various options like 'Announcements', 'Syllabus & Calendar', 'Module 1 (8/23 - 9/9)', 'Course Content Modules', 'Course Information', 'Contacts', 'Course Documents', 'Assignments', 'Communication', 'Discussion Board', 'Web Links', 'Tools', 'Course Content', 'Library Links', 'Group pages', 'TP Group 1', 'TP Group 2', 'TP Group 3', 'TP Group 4', 'TP Groups 5', 'Module 3 (10/1 - 10/21)', 'Module 2 (9/10 - 9/30)', and 'Module 4 (10/22 - 11/11)'. The main content area shows three modules:

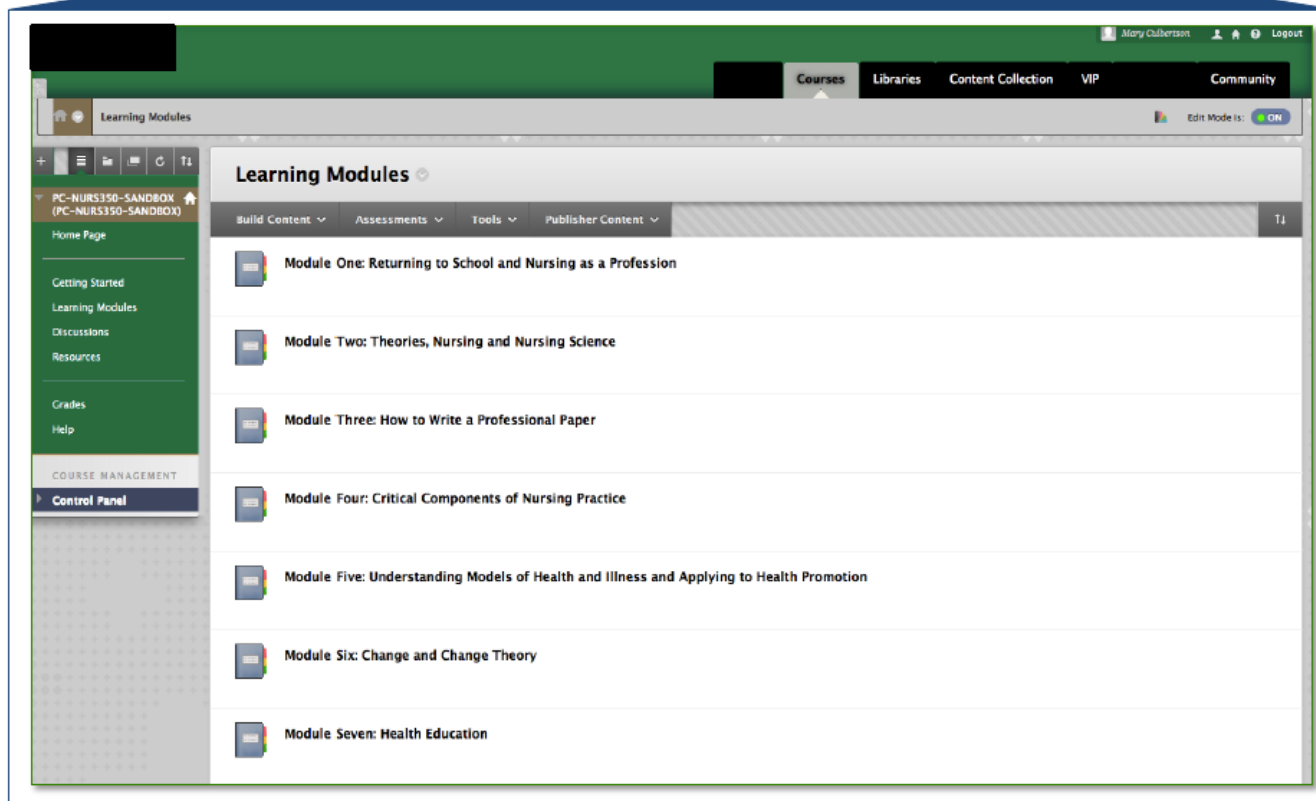
- Module 1 - Introduction to Baccalaureate Studies**
January 9 - January 15
- Module 2 - Theories, Nursing and Nursing Science**
January 16 - January 29
- Module 3 Change and Change Theory**
Learning Objectives and Assignments
[3505_Module_2_1.docx](#)
[What is your change quotient?](#)
[Ch13 - Change.ppt](#)
[Adopting a personal Digital Assistant System](#)
[Lee Lawlin's Change Theory.pdf](#)
Lee, T. (2006). Adopting a personal digital assistant system: application of Lawlin's change theory. *Journal of Advanced Nursing*, 55(4), 487-496.
[Change and Transition](#)
[Change and Transition.pdf](#)
McLean, Christine. (2011). Change and transition: What is the difference? *British Journal of School Nursing*, 6(2), 78-81.
[Collaboration of nursing faculty and college administration in organizational change](#)
[Shriner_Nursing School change.pdf](#)
Schriner, C., Deckerly, S., Kubat, M. A., Lonkay, J., Nims, L., & Sullivan, D. (2010). Collaboration of nursing faculty and college administration in creating organizational change. *Nursing Education Perspectives*, 31(6), 381-386. doi: 10.1043/1536-5026-31.6.381
[From Survival to Success](#)
[Bradford_change.pdf](#)
Bradford, R. J., Sutton, M. M., & Byrd, N. K. (2003). From survival to success: it takes more than theory. *Nursing Administration Quarterly*, 27(2), 106-119.

QM Standard 6

Course Technology

The Extreme Course Makeover – Learning Modules After

After



The screenshot displays a web-based Learning Modules interface. At the top, a navigation bar includes 'Courses', 'Libraries', 'Content Collection', 'VIP', and 'Community'. Below this, a 'Learning Modules' header is visible. The main content area lists seven modules, each with a small icon and a title:

- Module One: Returning to School and Nursing as a Profession
- Module Two: Theories, Nursing and Nursing Science
- Module Three: How to Write a Professional Paper
- Module Four: Critical Components of Nursing Practice
- Module Five: Understanding Models of Health and Illness and Applying to Health Promotion
- Module Six: Change and Change Theory
- Module Seven: Health Education

The interface also features a left-hand sidebar with navigation options such as 'Home Page', 'Getting Started', 'Learning Modules', 'Discussions', 'Resources', 'Grades', and 'Help'. A 'Control Panel' is also visible under 'COURSE MANAGEMENT'.

QM Standard 6

Course Technology

The Extreme Course Makeover – Assignments Before



Before

The screenshot displays the Blackboard LMS interface for a course. The top navigation bar includes 'Courses', 'Libraries', 'Content Collection', 'VIP', and 'Community'. The main content area is titled 'Assignments' and shows a list of assignments with their details and completion status.

Assignment Name	Description	Status
Theorist Project	Please submit Theorist Project here as a Power Point Presentation.	Not completed
HP2020 Part 1	Submit paper here February 19th by MN >> View/Complete	Completed
HP2020 Part 1 Grading Rubric	Attached Files: SBNS 350 Spring 2012Grading Rubric HP2020 Topic of Interest.docx (13.454 KB)	Not completed
Module 4 Case Study	>> View/Complete	Completed
HP2020 Part 2	>> View/Complete	Completed
HP2020 Part 2 Grading Rubric	Enabled: Statistics Tracking Attached Files: HP2020 Grading Rubric Part 2.docx (13.732 KB)	Not completed

QM Standard 6

Course Technology

The Extreme Course Makeover – Assignments After



After

The screenshot displays a course page with a green header and a dark navigation bar. The page content includes a list of citations, a module titled 'Module Three: Presentations' with a sub-section 'Presentations' and an image of a laptop, and another module titled 'Module Three: Assignment 1 of 2' with a sub-section 'Assignment' and an image of a notepad and pen. The page also features a sidebar on the left and a user profile in the top right corner.

Retrieved from <http://www.plagiarism-prevention.com/PlagiarismPrevention>

- The Purdue Online Writing Lab (OWL)
 - Citation: Welcome to the Purdue University Online Writing Lab (OWL). (n.d.). Retrieved March 11, 2013, from <http://owl.english.purdue.edu/>
- Strunks Elements of Style
 - Citation: Strunk, William, Jr. 1918. The Elements of Style. (n.d.). Retrieved March 11, 2013, from <http://www.bartleby.com/141/>

Module Three: Presentations

Presentations

Writing and Documentation Style by the American Psychology Association

- Citation: APA Formatting–Brevins. (n.d.). Retrieved from <https://breeze.sc.edu/p8c8iypqntb>

In writing scholarly discussions, it is a standard practice to use APA formatting. As you view this presentation, have your APA Manual out so that you can reference specific sections. Also, have a highlighter and tabs available so that you can mark these areas. This presentation has sound. There will be an APA Exam for this course. As a result, this information is very important to your success on that exam.

Module Three: Assignment 1 of 2

Assignment

The APA Scavenger Hunt will assist you while you are learning about APA formatting. This is not a mandatory requirement of the course. However, it will assist you in highlighting a lot of the main components needed with APA. It will also help you review for the quiz.

Click the link below to access the assignment:

- [APA Scavenger Hunt](#)

QM Standard 6

Course Technology

The Extreme Course Makeover – Resources Before



Before

Since there wasn't a Resources section, students had to explore several locations to find the information needed.



QM Standard 6

Course Technology

The Extreme Course Makeover – Resources After



After

The screenshot displays a course management system interface. At the top, there is a navigation bar with options: Courses, Libraries, Content Collection, VIP, and Community. Below this is a sub-navigation bar with options: Build Content, Assessments, Tools, and Publisher Content. The main content area is titled 'Resources' and features a header image with the word 'Resources' in a large font. Below the header, there are sections for 'Course Documents', 'Articles', and 'Professional Writing'. The 'Course Documents' section lists 'Course Syllabus' and 'Welcome Letter'. The 'Articles' section lists numerous articles, including 'The Lingering Presence of the Nightingale Legacy', 'Library Tutorials', 'From survival to success: it takes more than theory', 'Adopting a personal digital assistant system: application of Lewin's change theory', 'Change and Transition: What's the difference?', 'Collaboration of nursing faculty and college administration in creating organizational change', 'Cultural Competence: Reflections on Patient Autonomy and Patient Good', 'Effectiveness of Nutrition Education on Fast Food Choices in Adolescents', 'A Review of the Use of the Health Belief Model for Weight Management', 'Healthy People 2020 - Improving the Health of Americans', 'APA Style-Headers and How to Use Them Correctly', 'Sample-Example APA Format', 'APA Style', 'Library Guide to Citation Styles', 'The Purdue Online Writing Lab (OWL)', 'Strunk's Elements of Style', 'APA Scavenger Hunt', 'The Importance of Critical Thinking', 'Critical Thinking Ch 1 Part 1', 'Critical Thinking Ch 1 Part 2', 'Critical Thinking Ch 1 Part 3', 'Defining Critical Thinking in Nursing', 'Embracing Reflective Practice', 'Essentials of Pediatric Nursing', 'Family Systems Nursing: Reexamined', 'Relationships: The Heart of the Matter', 'Family Nursing: Walking the Talk', 'Situational Challenges That Impact Health Adherence in Vulnerable Populations', 'Helping Patients Improve Their Health-Related Behaviors', and 'Educating Patients: Understanding Barriers, Learning Styles, and Teaching Techniques'. The 'Professional Writing' section is currently empty.

QM Standard 7

Learner Support



Optional Pages

Consider Including These Helpful Components!

State U | Discussion - (Optional)
SCHOOLS OF BUSINESS

At some time in our lives, almost all of us have considered starting our own business. Maybe we dreamed of launching a consulting firm or opening a restaurant. Maybe we wanted to start a retail store or travel agency. What ideas have you had for a start-up business? What steps did you take or could you have taken to make your start-up idea a reality? What personal characteristics and business expertise do you feel are necessary to take the leap into entrepreneurship? Write a brief paragraph about your business idea, and respond to the posts of two classmates.

Expectations: Please post your response by Wednesday of the module. This will allow your classmates to read everyone's responses and respond to two other students by the due date for this module.

Grading: This specific discussion will not be graded. Other discussions in this course will be graded. For each graded discussion a rubric will be provided, so you can understand how you will be graded and the criteria for points.

Meeting Leaders Who Make a Difference

Introduce Yourself - Discussion Board: Allow students to get to know one another by creating an "Introduce Yourself" discussion board. Model the type of information you would like them to include by posting your own introduction. You may want to include name, job, reason for taking this course, hobbies, or other information to provide a "snapshot" for creating a community of learners.

State U | Student Support
SCHOOLS OF BUSINESS

Student Support offers a starting place for any student question, or you may contact an office directly.

Contact **Technology Helpdesk** for questions about accessing your course or navigating the technology.

If you have any technical questions regarding your use of the Canvas™ Learning Management System, please use the Help menu in the upper right to contact Canvas support directly. Support is available 24/7.

If you have questions about your State U program or course, contact us:

Email: support@stateu.edu
Phone: 800-555-5555
Hours: Monday-Friday, 7:30am-6pm (Central Time)

Contact **Disability Support Services** for accommodations to support learning.

Phone: 1 (877) 555-5555
Email: DisabilitySupportServices@stateu.edu

Library Information

Visit the University Library Online to learn what services are provided for online students!

Meeting Leaders Who Make a Difference

Student Support: If your university has specific student support personnel or resources, include those with links to the university resource information. These might include IT Help Desk, Office of Disabilities, Writing Lab, or tutoring services.

State U | Policies and Guidelines
SCHOOLS OF BUSINESS

All policies about the delivery of courses at State U are detailed in the [2015-16 1000 Syllabus @ 11](#).

Academic Integrity policies of State U guide both students and faculty about the expectation for original work in all courses. State U has a zero-tolerance policy towards plagiarism. Please view the code of academic integrity on the State U website to become familiar with the policy.

Netiquette guidelines are posted on the State U website outlining expected behaviors in an online environment.

Meeting Leaders Who Make a Difference

Policies and Guidelines: Most universities include policies and guidelines in the course catalog, and provide information relating to standards of conduct, processes for getting transcripts, and overall university procedures. You might want to include a brief version of some of this information on a special page.

Academic Partnerships - with you every step of the way!

QM Standard 7

Learner Support



Technical Requirements

Canvas runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser.

Compatible browsers:

 Mozilla Firefox

 Chrome

 Internet Explorer

 Safari

Other Browser Requirements:

- [Adobe Flash](#) 
- Javascript Enabled

For more information, visit [Which browsers does Canvas support?](#)

Skill Requirements

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your instructional associate and/or professor. For web-based courses, students should have a basic working knowledge of computers and Internet use as well as access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog.

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required.

Academic Partnerships - with you every step of the way!

QM Standard 8

Accessibility

FACULTY eCOMMONS
Brought to you by Academic Partnerships

Web Accessibility Checklist

adapted from [Educause](#)

Can the application be used with only the keyboard?

- Click [here](#) for some keyboard requirements + related requirements + stories of web users + diversity of web users and web use
- Read W3C's [Guideline 2.1: Make all functionality available from a keyboard](#).
- Read further [Keyboard Accessible: Understanding Guideline 2.1](#)

Do images have appropriate text descriptions?

- Click [here](#) for some text alternative requirements + related requirements + stories of web users + diversity of web users and web use
- Read W3C's [Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language](#).
- Read further [Text Alternatives: Understanding Guideline 1.1](#).

FacultyCommons.org

FACULTY *e*COMMONS

Search



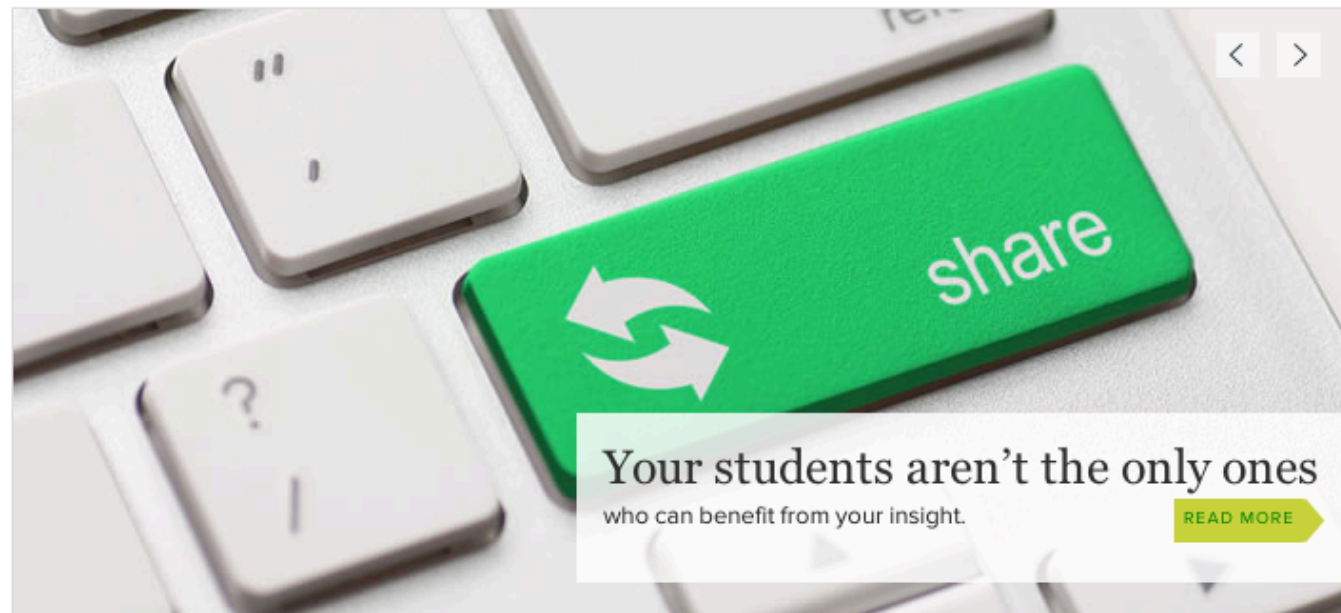
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INNOVATION

RESEARCH GRANTS

AFFILIATIONS



< >

Your students aren't the only ones
who can benefit from your insight.

[READ MORE](#)

Member Log In

QM

QM

LOG IN

[FORGOT PASSWORD?](#)

Faculty Spotlight



Designing an Online Course that Mimics Face-to-Face Interactions



"People...seem to feel that an online environment may somehow be less personal and interactive than [in] a classroom."

Identified by Dr. Beth Mancini in

Our Services



Research Grants

