Reference Guide for Course Template According to the Quality Matters Rubric, 5th Edition 2014
Prepared by Academic Computing

> This checklist is applicable to courses offered in the Official Schedule of Classes as ONLINE or HYBRID and it is compliant with the Policy on BSU Online approved by University Council July 2011.

Please, be sure that the following components are included in the development template (-DEV) available for your course at http://bsuonline.blackboard.com. You can either upload or copy/paste these elements by yourself or request assistance from Academic Computing to place them in the course template. If the latter is the case, fill in the information of this checklist replacing the prompts in blue color with your own text. This sheet must be sent to Academic Computing, academic-tech@bowiestate.edu; attach any resource that you want us to upload in the course – e.g. syllabus, PowerPoint presentation(s), item pools for testing, PDF articles, etc.; you can use several email messages if the file size is too large to transmit. Alternatively, files can be handed-in to Academic Computing members via flash drives, CDs or DVDs.

1. SYLLABUS
The syllabus must be entirely compliant with specifications of the Faculty Handbook at http://www.bowiestate.edu/FacultyStaff/fhandbook/, Section 7-3, page 119. These are as follows:
"A syllabus for each course must be provided that, as a minimum includes:

A. the course catalog description and course objectives;
B. course content, usually in the form of a schedule of topics and assignments that explicate and justify both the catalog title and level (lower division, upper division, graduate);
C. statements of requirements (readings, assignments, tests, programs reports, finals);
D. instructor's grading scheme or policy (i.e., what work or assignments are required, what the percentage or numeric value is for each assignment, and whether plus or minus grading is used). It is also recommended that instructors review this schema or policy with students at the beginning of the course;
E. course policies on academic dishonesty, including plagiarism, as it relates to grades consistent with the Bowie State University Policy on Student Academic Integrity;
F. course policy on attendance, as it relates to grades consistent with the Bowie State University Attendance/Absence Policy (see University Catalog);
G. a statement of how much and what type of additional work is required of graduate students if the course is offered for graduate as well as undergraduate credit; and
H. a bibliography (required for upper level undergraduate and graduate courses)."

2. "ABOUT THIS COURSE" Information
2.1. Academic Introduction of the Instructor: Tell students a little bit about yourself; include any academic titles, experience with subject matter, etc. This is very important to start creating trust in an online course environment, where students do not have opportunity for sharing classroom experiences with the instructor. A picture is optional, but highly recommended also so the students recognize a real person behind the course.
2.2. Textbook(s) and other mandatory readings: Although the textbook(s) have to be specified in the syllabus, it is also convenient to list them separately in About This Course so students can quickly find the information from the publisher. Be sure to include the ISBN as well as any alternative formats, such as e-books, and a link to the student's website if exists.

2.3. Full Semester or Term Schedule of Activities; this is usually included in the Syllabus, but needs to be copied also in the Blackboard Course Template to serve as visual reference of the activities that students need to do week-by-week. Remember that online and hybrid course students have less opportunities for contact with the instructor; most of the time the schedule is their only guide. Insert more rows at the bottom, as needed.

Week(s)	Module or Chapter(s)	Activities	Due Dates
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	
		Read: Participate: Assessment: Other:	

2.4. Turn-around-time for assignments: For your online or hybrid learners, please indicate the usual turn-around time they can expect for grades and feedback. You can establish different response time according to the type of assignment; e.g.: tests, discussions, written assignments, etc. Recommended times are 24 hours to 72 hours, never more than 4 days as feedback would be extremely delayed.

3. COURSE MODULES

A best practice of online/hybrid instruction included in the Quality Matters Rubric is that content of a course is "chunked" into modules, making it easier for the students to follow a learning sequence and to organize their weekly work. Modules are not necessarily equivalent to chapters as the general rule is that students achieve important course objectives by the end of each module; in a typical 16-week semester there may be five to eight modules, although there is not a fix rule. Essentially, modules must contain orientations to promote active learning and student engagement. It follows a typical module sequence that you can copy/paste as many times as you need. Alternatively, instructors may organize

the course as per weeks instead of modules; in this case, we recommend fractioning the semester in sub-periods such as Week 1 to 3, Week 4 to 5, etc. This must be coherent with the periods for Mid-Term and Finals established in the official Academic Calendar of BSU.

Do one of the following templates for each module included in the course; copy/paste if you need more than five.

EXAMPLE OF MODULE CONTENT

1.1. Introduction or Overview

Describe the overall focus of this module including expected amount of time to complete; this is what you would say to in-presence students at the beginning of an important part of your course.

1.2. Module Objectives

Include list of objectives for the Module. These should be consistent with the course-level objectives of the syllabus, measurable, and written from student's perspective. In addition, indicate how the students will meet these objectives –e.g. readings, exercises, discussions, teamwork, etc.

1.3. Readings

Specify required and recommended readings for the module.

1.4. Module Activities

Include a sequence of activities that will help students gain mastery of content and/or skills involved in the module. Examples of such activities are taking notes from readings, participating in discussion, problem solving, participating in teamwork, using PowerPoint presentations as reading guide, etc. If you assign discussions, teamwork and any collaborative work, clearly specify what is expected from the students in terms of posting responses –e.g. two main posted comments and one reply to other student. Make sure all materials included in the course are authorized to be copied. Publisher's materials associated with a textbook are generally authorized if the textbook is adopted. There are other materials than can be used just by citing the appropriate attribution; examples are: Creative Commons, MIT Open Courseware and Merlot.org.

1.5. Assessment Components

Assessment is essential to verify that students have met the course and module objectives. Blackboard Learn allows embedding in the course template assessment formats such as quizzes, exams, essay, survey, Safe Assignment (plagiarism control), or a McGraw-Hill assessment. Assignments that require extensive writing can be evaluated with rubrics and checked for originality with SafeAssign or Turnitin.

1.6. Assessment Criteria

Be sure to include the evaluation criteria used to measure the student work. Rubrics are ideal. Whenever possible, provide students with practice activities/assignments or self-check opportunities. How to grade with rubrics in Blackboard 9.1 is explained in the following resource: http://ondemand.blackboard.com/r91/movies/bb91_course_tools_grade_with_rubrics.htm

MODULE 1: <Write Title>

1.1. Introduction or Overview

1.2. Module Objectives

1.3. Readings

1.4. Module Activities

1.5. Assessment Components

1.6. Assessment Criteria

MODULE 2: <Write Title>

1.1. Introduction or Overview

1.2. Module Objectives

1.3. Readings

1.4. Module Activities

1.5. Assessment Components

1.6. Assessment Criteria

MODULE 3: <Write Title>

1.1. Introduction or Overview

1.2. Module Objectives

1.3. Readings

1.4. Module Activities

1.5. Assessment Components

1.6. Assessment Criteria

MODULE 4: <Write Title>

1.1. Introduction or Overview

1.2. Module Objectives

1.3. Readings

1.4. Module Activities

1.5. Assessment Components

1.6. Assessment Criteria

MODULE 5: <Write Title>

1.1. Introduction or Overview

1.2. Module Objectives

1.3. Readings

1.4. Module Activities

1.5. Assessment Components

1.6. Assessment Criteria

END OF MODULE SPECIFICATIONS; COPY THIS MODULE SEQUENCE AS MANY TIMES AS YOU NEED.