



MercerOnline Consultation Worksheet

Course Number and Title		# of credits or Non-credit:
Instructor Name:		Course Coordinator:
Division and Department:	Phone:	Email:
Type of Course (Fully Online, Hybrid or Course Set up in Blackboard):		

Part I: Course Background Information.			
I	Current Required Textbook #1		
	Title:		Author(s):
	Edition #:	ISBN #:	Publisher:
	Type of textbook: (check all that apply)		
	<input type="checkbox"/> Printed <input type="checkbox"/> E-book <input type="checkbox"/> Publisher's website for students <input type="checkbox"/> Publisher's website for instructors		
II	Current Required Textbook #2 (if applicable)		
	Title:		Author(s):
	Edition #:	ISBN #:	Publisher:
	Type of textbook: (check all that apply)		
	<input type="checkbox"/> Printed <input type="checkbox"/> E-book <input type="checkbox"/> Publisher's website for students <input type="checkbox"/> Publisher's website for instructors		
III	Is software, CD-ROM or a special access code to publisher resources needed for this course? <input type="checkbox"/> yes <input type="checkbox"/> no		
	If yes, please explain:		
	Please note: If the course requires a special access code to view publisher's online course materials, please discuss this with your publisher and MercerOnline .		
IV	Other than the Blackboard, will students be required to have access to special software or technologies that are not typically part of a home computer setup? <input type="checkbox"/> yes <input type="checkbox"/> no		
	If yes, please explain:		
V	Does this course have a "lab" or "clinic" component? <input type="checkbox"/> yes <input type="checkbox"/> no		
	If yes, please explain how it will be delivered: (e.g., in-class on campus; off site; online; type of lab-computer, science)		
VI	Are there anticipated enrollment, testing, or student accommodation issues? <input type="checkbox"/> yes <input type="checkbox"/> no		
	If yes, please explain:		

Part II: Learner Support. Online and Hybrid courses demand extensive outreach and learner support.

I	<p>How will you set up your office hours and define your availability to your students? Please check all that apply. Please also consider that many students will be doing much of their coursework during the weekend and evening hours.</p> <p>A. <input type="checkbox"/> Online</p> <p>B. <input type="checkbox"/> In person</p> <p>C. <input type="checkbox"/> By phone</p> <p>D. <input type="checkbox"/> Publicized</p> <p>E. <input type="checkbox"/> Flexible hours</p> <p>F. How frequently will you log on to check for student questions or concerns? (to be explained in syllabus)</p> <p><input type="checkbox"/> Daily, including weekends</p> <p><input type="checkbox"/> Weekdays only</p> <p><input type="checkbox"/> Five days per week</p> <p><input type="checkbox"/> Four days per week</p>
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Part III: Communication and Community Building in the Online Course. Because an online (or hybrid) course does not typically incorporate any (or as much) face-to-face interaction with the instructor (or students) as a traditional face-to-face course, it is critical that other avenues of communication and community-building be integrated into the course between the instructor and students and among students. Also in an online course, the learning environment will need to become much more student-centered with the teacher facilitating instruction.

I	<p>The following is a list of effective tools for fostering communication and community building. Which of the following options might be useful to incorporate in your course?</p> <p>A. <input type="checkbox"/> Picture of the instructor or “welcome” video to students at the start of the semester.</p> <p>B. <input type="checkbox"/> Email (instructor communicates to whole class or individuals; students communicate with the instructor and/or students).</p> <p>C. <input type="checkbox"/> Course Announcements (for the instructor to communicate course news and updates, clarify assignments or weekly recaps, help students stay on task).</p> <p>D. <input type="checkbox"/> Discussion Boards (e.g., for ice breakers, discussion of specific course content, peer-critiques of student work).</p> <p>E. <input type="checkbox"/> Journal (e.g., between individual students and the instructor).</p> <p>F. <input type="checkbox"/> Chat Rooms (instructor and/or students can communicate in real-time).</p> <p>G. <input type="checkbox"/> Virtual Office Hours (instructor can meet with students individually online in real time).</p> <p>H. <input type="checkbox"/> Survey (to solicit feedback from students; e.g., mid- or end-of-semester).</p> <p>I. <input type="checkbox"/> Wiki, Google Suite, Office 365 (students can collaborate online on an assignment or project).</p> <p>J. <input type="checkbox"/> Other (please explain):</p>
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Part IV: Student Assessment and Evaluation. Assessment needs to be considered not only in terms of measuring students’ learning, but also with regard to evaluating the course. Student assessment should be tied closely to course goals, Gen. Ed. Goals, MCCC Core Skills, and unit student learning objectives. It is important that students be exposed to a number of different assessment approaches with frequent opportunities for students to obtain feedback about their progress.

I	<p>The following is a list of effective and diverse approaches for student assessment – both formal and informal – and providing feedback on students’ progress. Which of the following</p>
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options might be useful to incorporate in your course?

- A. ☐ Gradebook (students can view their grades throughout the semester).
- B. ☐ Discussion Boards or Private Journals (e.g., critical thinking, discussion of specific course content, peer-critiques of student work; graded).
- C. ☐ Assignments (students submit assignments or research paper to the drop box; graded).
- D. ☐ Assessment (online Quiz, Test, or Exam; objective &/or essay; graded).
- E. ☐ Survey (informal and can be anonymous; to solicit feedback from students mid-semester and end of semester; graded or ungraded).
- F. ☐ Interactive Activity (e.g., crossword puzzle, game show, drag-and-drop, etc.; self-assessment, graded or ungraded; helps students integrate readings and lectures before formal assessment).
- G. ☐ Wiki, Google Suite, Office365 (grade students' collaborative work or individual work).
- H. ☐ Online portfolios of student work.
- I. ☐ Proctored Testing Site (e.g., Proctor U, or MCCC Testing Center or external proctored testing site)

If Proctored testing site, please explain:

Part I: Instructional Content and Activities. In addition to the student assessments (e.g., drop box assignments, discussion boards, tests, etc.), the virtual course will include instructional content and activities. Careful consideration will be given to redesigning the course for online delivery to foster teaching and learning.

I The following is a list of effective approaches for including instructional content online and student activity. Which of the following options might be useful to incorporate in your course?

- A. ☐ Creating word processed documents that may include integrated links to Web-based resources.
- B. ☐ Creating PowerPoint presentations as a lecture (no voice-over narrations).
- C. ☐ Creating PowerPoint presentations as a lecture (with voice-over narrations).
- D. ☐ Embedding narration into PDF files.
- E. ☐ Creating online demonstrations or tutorials, particularly for software (e.g., Camtasia, Jing or Apps).
- F. ☐ Using a threaded discussion board to carry out discussion.
- G. ☐ Using wikis for student online collaboration.
- H. ☐ Using Web-based resources (free resources or linking to resources).
- I. ☐ Using MCCC Library online databases, particularly for student research.
- J. ☐ Using publisher-provided resources (e-pack or multimedia CD).
- K. ☐ Using audio podcasts of "experts" in the field.
- L. ☐ Using online videos (e.g., YouTube, TED Talks, etc.)
- M. ☐ Using photos and/or graphic images (i.e. Creative Commons)
- N. ☐ Using Crossword puzzles and/or game show for student review.
- O. ☐ Creating PDF files (e.g., syllabus, instructions to assignments).
- P. ☐ Creating web pages.
- Q. ☐ Using an interactive tools or screen capture to illustrate computations and problem solving.
- R. ☐ Other (Please explain.)

II	<p>If this is a fully online course:</p> <p>What kinds of activities did you do in a classroom environment and how might they be delivered in a fully online environment?</p>
III	<p>If this is a hybrid course:</p> <p>What kinds of course activities do you envision taking place “on-campus” (or offsite)?</p> <p>What kinds of course activities do you envision taking place “online”?</p>
IV	<p>Do you have access to the necessary software and technology to create your virtual course? <input type="checkbox"/>yes <input type="checkbox"/>no</p> <p>If no, please explain.</p>

<p>Part VI: Online Course Design and Development Timeline. It takes extensive time to plan, design, and develop a virtual course (online or hybrid), as compared to a traditional face-to-face course. Consideration for a total re-design is needed; and the instructor will need to attend training geared specifically for online learning prior to developing the virtual course.</p>											
I	<p>Typically, a six-month lead time (or more) is needed to design and develop the online course, working closely with MercerOnline. A commitment is needed by the instructor to adhere to the course development timeline established for course completion. For specific milestones, please see below.</p>										
II	<p>The following milestones will give you a good idea of the course design and development process for a virtual course (online or hybrid). This timeline will be completed during the consultation visit with MercerOnline</p> <table border="1"> <tr> <td>1. Complete MO-101/102 Introduction to Blackboard Course</td> <td>Date:</td> </tr> <tr> <td>2. Complete MO-201 Designing and Developing an Online Course or MO-201 Designing and Developing a Hybrid Course</td> <td>Date:</td> </tr> <tr> <td>3. Complete the Online Course Proposal form (includes requesting publisher materials, if applicable).</td> <td>Date:</td> </tr> <tr> <td>4. Complete the Course Alignment Document: <ul style="list-style-type: none"> • Course Goals • Gen. Ed. Knowledge Goals • MCCC Core Skills • Unit Student Learning Objectives • Unit Student Assessments and Activities </td> <td>Date:</td> </tr> <tr> <td>5. Create the Master Course Shell & Structure in Blackboard: <ul style="list-style-type: none"> • All course folders and subfolders for semester (e.g., 15 week) • Folder titles and subtitles with weeks/dates identified • Other placeholders (e.g., spring break, mid-semester survey, etc.) </td> <td>Date:</td> </tr> </table>	1. Complete MO-101/102 Introduction to Blackboard Course	Date:	2. Complete MO-201 Designing and Developing an Online Course or MO-201 Designing and Developing a Hybrid Course	Date:	3. Complete the Online Course Proposal form (includes requesting publisher materials, if applicable).	Date:	4. Complete the Course Alignment Document: <ul style="list-style-type: none"> • Course Goals • Gen. Ed. Knowledge Goals • MCCC Core Skills • Unit Student Learning Objectives • Unit Student Assessments and Activities 	Date:	5. Create the Master Course Shell & Structure in Blackboard: <ul style="list-style-type: none"> • All course folders and subfolders for semester (e.g., 15 week) • Folder titles and subtitles with weeks/dates identified • Other placeholders (e.g., spring break, mid-semester survey, etc.) 	Date:
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	6. Build the “Model Module” in Blackboard	Date:
	7. Build the rest of the course, based on the Model Module	Date:
	<ul style="list-style-type: none"> • Course Introduction/Course Info folder; Course Summary folder. • Content in all course modules and submodules, including learning objectives, module overview, presentation/lecture, activities, resources, and/or assessments. • Semester-long special projects (e.g., research paper). • GradeCenter tied to all student assessments. • Course Announcement with instructor picture. • Course Calendar, if desired. • Course Milestones, if desired. 	
	8. Final course review by MercerOnline and revisions	Date:
	9. Department peer-review (for content) with final revisions	Date:
	10. Course is ready to go live!	Date: