

## Course Schedules for 2007

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**February 12 –  
May 30, 2007**

**OR**

**June 25 –  
September 28, 2007**

**OR**

**October 8 –  
January 30, 2008**

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Register today by  
calling or emailing:

Maggie Peeples  
360.992.2654

mpeeples@clark.edu



*“Ensuring  
quality  
in Education”*

The ePlus logo consists of a stylized orange and yellow "e" followed by the word "plus" in a black, lowercase, sans-serif font.

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### Strategic Initiative

*This ePlus Certification Course addresses the Clark College strategic initiative of “Focus on Learning.”* The College will focus on learning as the foundation for decision-making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high quality, innovative education and services that foster success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

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### Clark College eLearning Department

Glen Jenewein, Director  
Scott Coffie, Blackboard Administrator  
Kathy Chatfield, Instructional Designer  
Naomi Opie, Administrative Assistant  
Maggie Peeples, Secretary Senior

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Clark College  
eLearning  
Department

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**PPAC-Approved  
for 3 Credit Equivalents**



### ePlus Certification Course

**eLearning  
Instruction  
with trainer,  
Kathy Chatfield**

**Training delivered  
fully online**

[www.clark.edu/eLearning](http://www.clark.edu/eLearning)  
360.992.2654



# Curriculum Structure

6 modules @ 10 hrs each

## MODULE 1:

**RESEARCH, READ, WRITE:** Where has distance learning been and where is it going?

- Various forms of distance learning through time
- The effect of technology/effect of DL on learners and teachers
- Course Management Systems

**OUTCOMES:** Course syllabus with online components posted in Blackboard

## MODULE 2:

**RESEARCH, READ, WRITE:** Learner-centered curriculum and learning styles in eLearning

- Evaluating current curriculum
- Model courses—greenhouse
- Profile of distance learners
- Course outcomes, what will they do to arrive there, where do they start?
- Take teaching and learning style assessments

**OUTCOMES:** Course schedule/calendar; completed replacement for lecture/other class session

## MODULE 3:

**RESEARCH, READ, WRITE:** Course structure / instructional design process

- F2F to online/hybrid
- Vision for new course?
- Design→Development→Evaluation→Revision
- Process
- Profile of distance instructors / role
- Is online teaching for you?

**OUTCOMES:** Online assignment with complete instructions

## MODULE 4:

**RESEARCH, READ, WRITE:** Course functionality and enhancement

- Online techniques and strategies
- Interactivity: discussion, synchronous, difficult topic tools
- Multimedia / Lab creation / Interactives
- Assessment
- Study of course development/enhancement tools available at Clark College

**OUTCOMES:** Online assessment using Bloom's Taxonomy and principles; inclusion of content developed by one tool for course interactivity

## MODULE 5:

**RESEARCH, READ, WRITE:** Learning community

- 3 principles of effective learning: let students do most of the work, interactivity is the heart & soul, presence & community = learning & inquiry
- Feedback and evaluation
- Use of Rubrics
- Getting the class started

**OUTCOMES:** Developed discussion topics / critical thinking questions / discussion structure

## MODULE 6:

**RESEARCH, READ, WRITE:** Ongoing course maintenance

- Instructor response and grading turnaround time
- Evaluating communication adjustments / clarity in explanations
- Effective use of announcements, email
- Technical writing skills

**OUTCOMES:** Consistency, accuracy, flow, continuity, rigor, organization for course

