



The Division of Accelerated Learning

Blueprint for Course Design

**Dr. Paul Weaver
Patricia Wyatt**

You Make the CALL:

[Get Started Now!](#)

[CALL Us](#)

Are you ready for
online?

[Student Online
Readiness Tool](#)

More about CALL:

- Access **degree programs** designed especially for working adults.
- **Study online** at your convenience.
- Have **previous college credits** evaluated and applied to your degree
- Earn credit through **Prior Learning Assessment**.
- Enroll in "fast track" courses to speed you towards your degree.



It's your CALL, Louisiana!

If you are an adult learner wanting to complete an associate's or bachelor's degree,

CALL is for you.

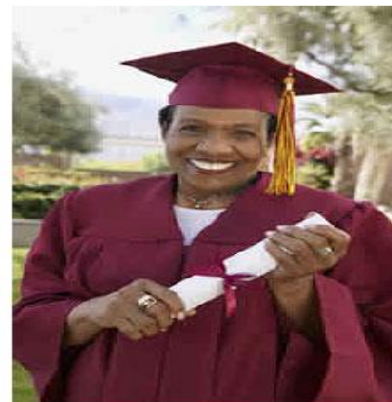
What is CALL?

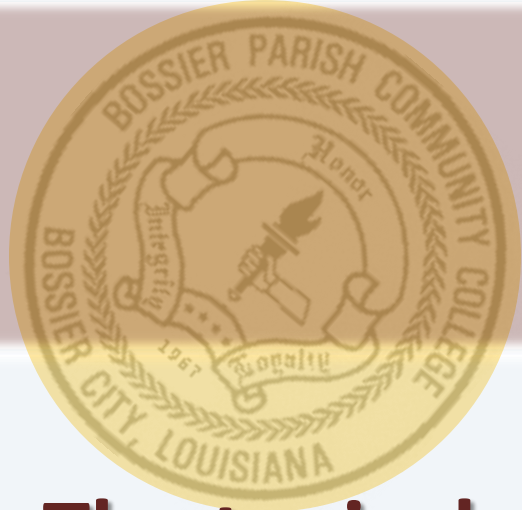
Did you start a degree program several years ago and not complete it?

Are work and family obligations or campuses too far away stopping you?

Not any more.

CALL is designed to make it easier for you to complete your degree, online and on your time.





Adult Learner Profile Quiz

The typical adult learner at our campus

- A. Is married with children**
- B. Works full time in a career position**
- C. Participates in church activities and/or community service**
- D. All of the above.**



CALL at BPCCC

**Attempt something so impossible that unless
God is in it, it's doomed to failure.**

John Haggai



Program Terminology

- **Session**
 - 4-week classes (1,2,3,4)
 - 8-week classes (7/A, 8/B)
- **Semester Registration**
 - Sections are numbered in 30's
- **Degrees for BADM, CIS, and General Studies**
 - Course sequencing
 - Predetermined by program directors
 - Think about “cohorts”



A Closer Look at Our Design Philosophy

- Accelerated Learning
The Camera



- Student-Focused
The Lens



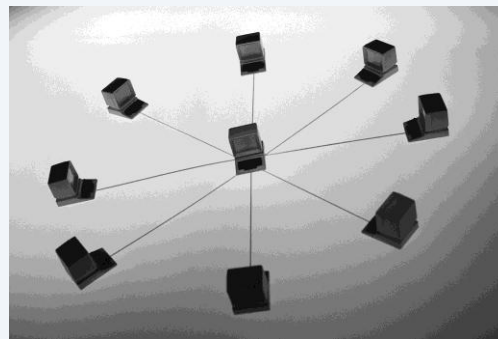
- Learning- Centered
The Subject



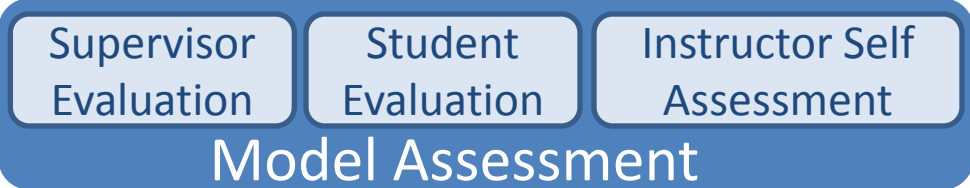
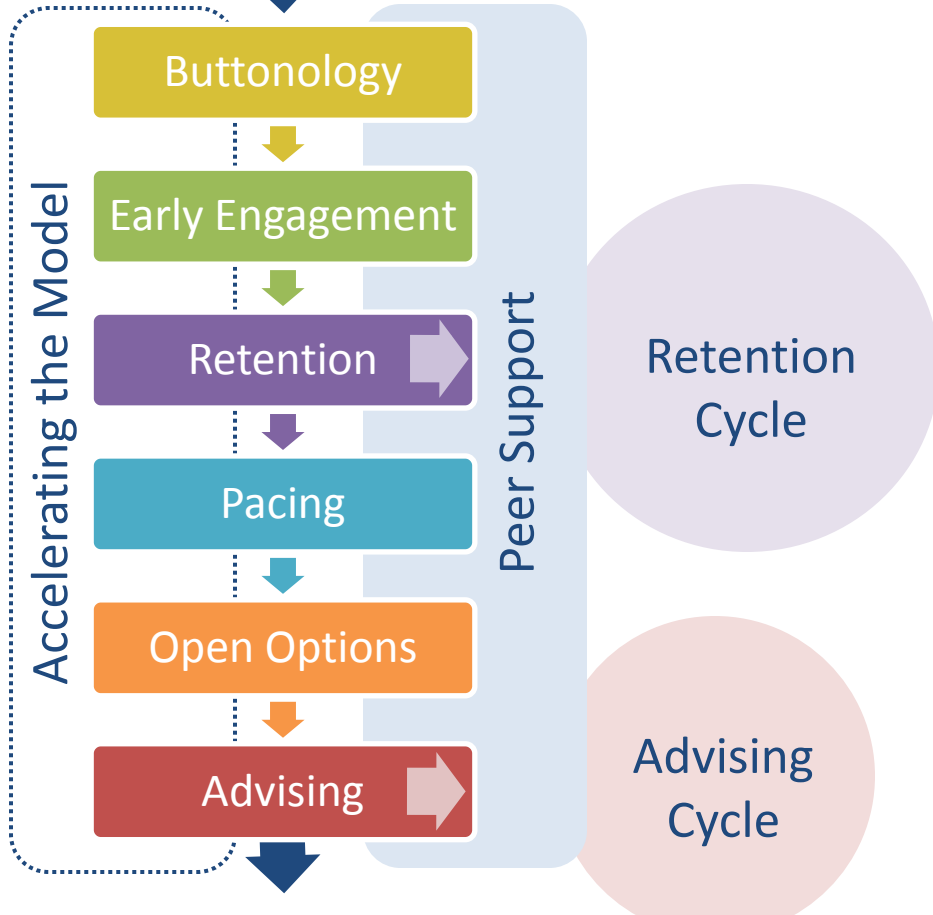


Model Foundation

- **Course Designer**
 - **Subject Matter Expert (SME)**
 - **Build once --- Deliver many**



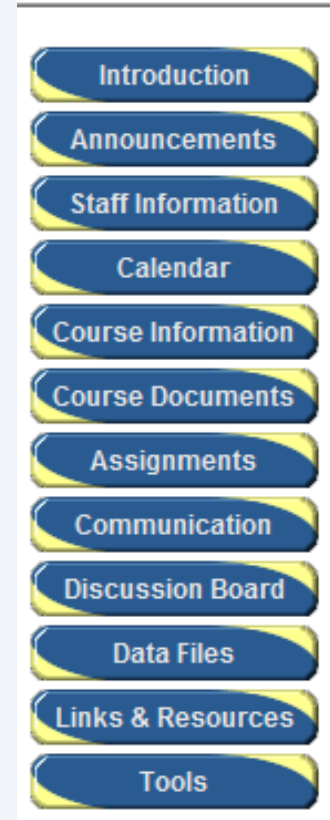
Online Accelerated Course Model





Buttonology

- **QM Rubric**
 - **Eight Categories**
 - **Course Overview & Introduction**
 - **Learning Outcomes**
 - **Assessment and Measurement**
 - **Learner Engagement**
- **BlackBoard CMS**
 - **Consistent tabs**
 - **Consistent resource locations**





Buttonology

- **Introduction**
 - Prerequisites
 - Structure
 - **Navigation**
 - Etiquette
 - Response Times
 - Introduction of participants
 - Discussion board
 - Staff information



Buttonology

- **Course Information**

- Required for QM and evaluations
- Explanation /introduction needed for students
 - Master Course Syllabus [Objectives]
 - Quality Matter Alignment Document

Student-Focused

- **Course Syllabus (SIS)**
- **Calendar** (Think about learning styles.)
 - **Turn-in schedule**
 - **Activities**
 - **Assessments**



Buttonology

- **Course Documents**
 - **Project and Chapter Information**
 - **PowerPoint**
 - **Other items that enhance your course**
 - **Internal Links created to go to other locations**



Buttonology

- **Assignments**
 - Assignment Instructions
 - Data Files
 - Review and Practice Work
 - Assignment
 - **Exams**



Buttonology

- **Links & Resources**
 - **Institution specific**
 - **How to's**
 - **Distance Learning**
 - **Student/Learner Services**
 - **Course Specific**
 - **Textbook**
 - **Required material**
 - **Additional material**



Early Engagement

- **Early engagement of students**
- **Day 1 Teaching Strategies**
- **Purpose – Have students practice using all the kinds of assessments/activities in a fun way.**



Pacing

- **Create variety of grade point opportunities.**
- **Use points as the medium of exchange since students value points.**
- **Promote Interactive Learning throughout course.**
- **Four P's of Pacing**
 - **Points**
 - **Progress**
 - **Performance**
 - **Pedagogy**



Open Option

- **Make all items available for entire course length**
- **Accelerated students will work ahead of schedule to be able to successfully complete the course.**



Model Assessment

- Supervisor Evaluation
- Student Evaluation
- Instructor Self Assessment



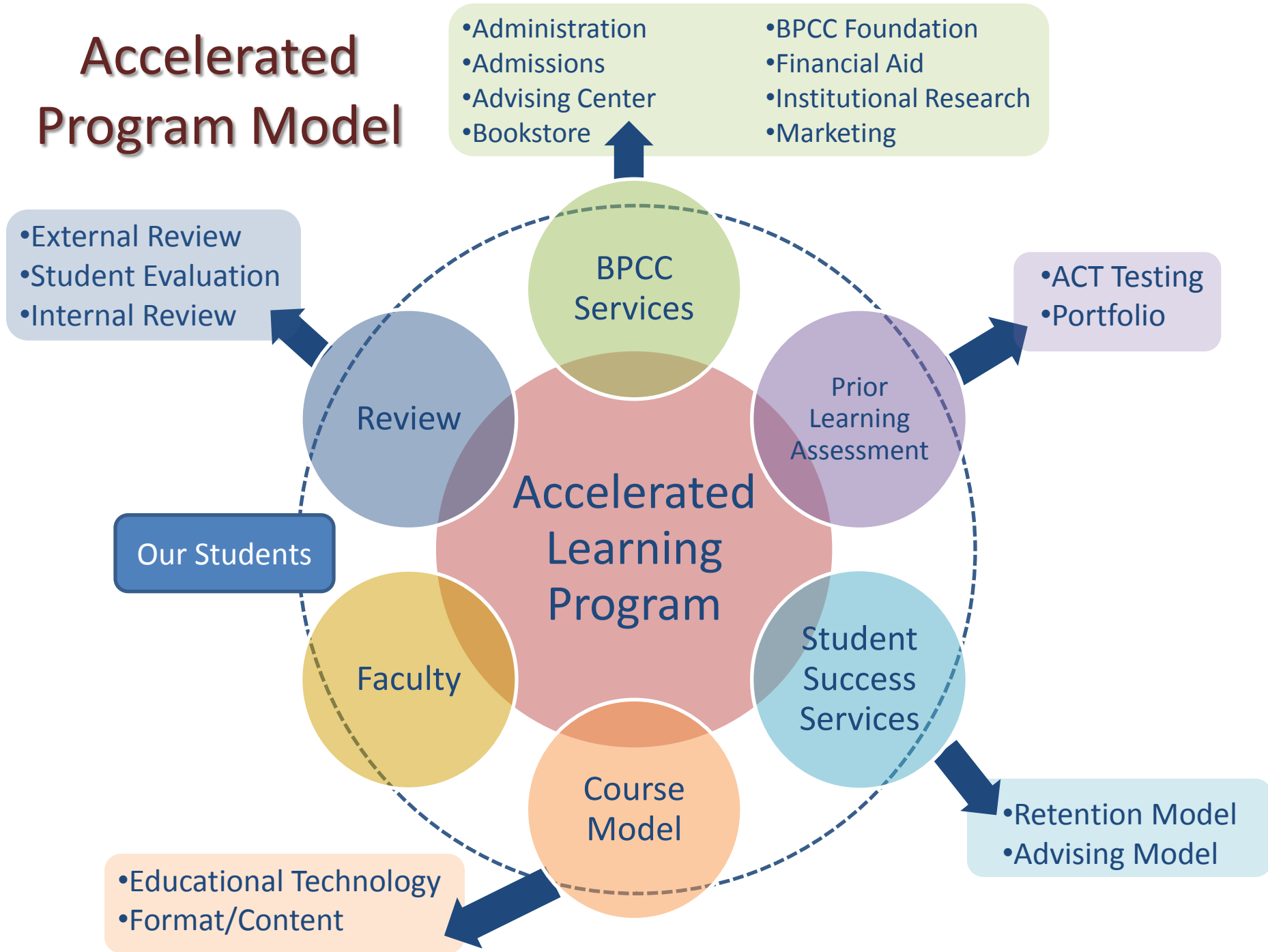
Model Update

- Internal Program Review
- External Program Review
- Content Lead Instructor
- Format Quality Matters (QM)



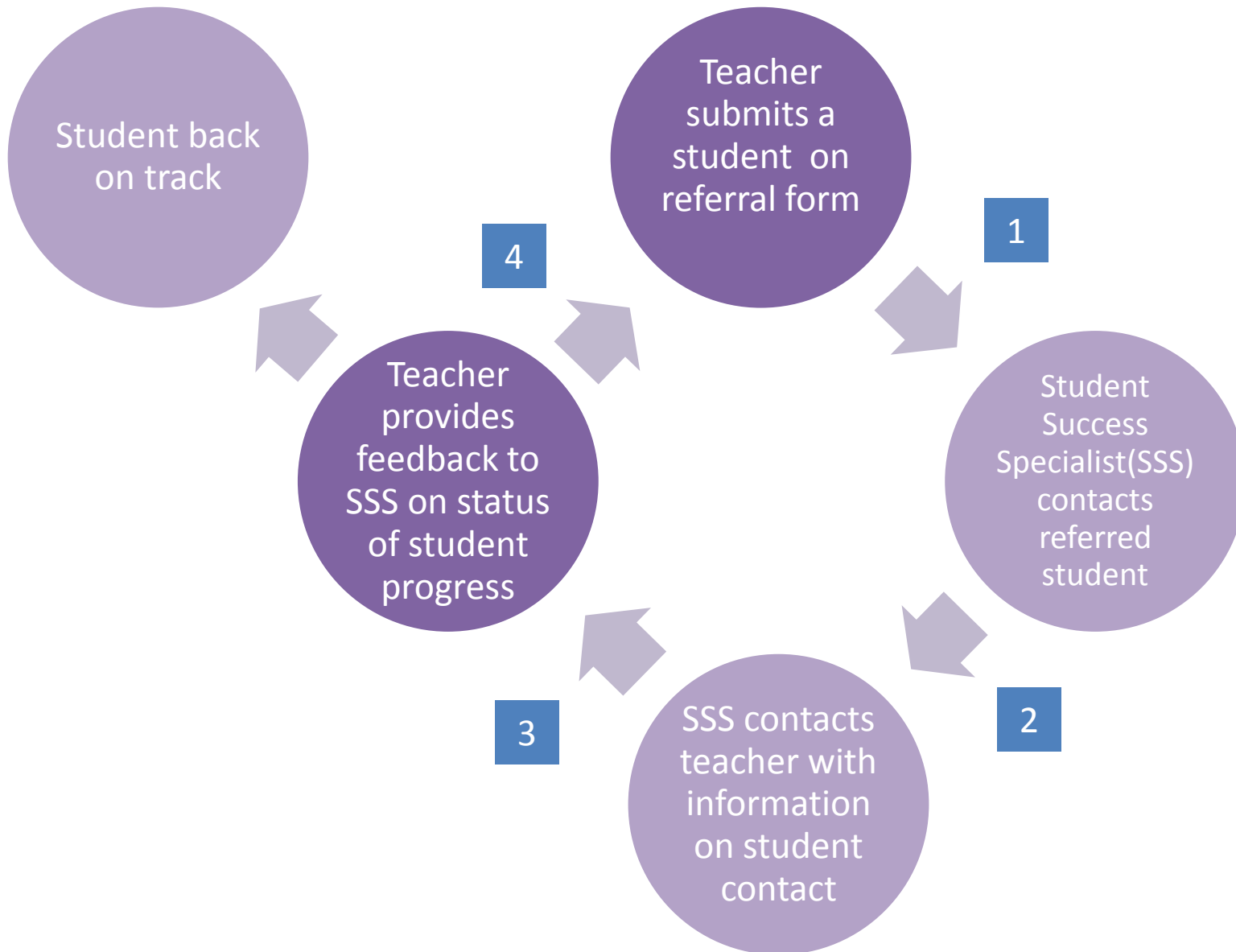
Questions

Accelerated Program Model



CALL Retention Cycle

For Online Accelerated Courses





Year One Results

Living Room Ceiling
To be covered with
U.S. & Weatherwood
insulation. Insulating the
beamed ceiling with
U.S. & Sheetrock - Studing
by all by J. J. J. J.

See Detail SW 07

Note: See Contractor To Lay Out
Floor Plans For Door Contractors

Note: Walls To Be Stain Wood
with Brown To Be Used For All
Kitchens & Bathrooms with Blue
(See Detail SW 07)

RESIDENCE of Mr. & Mrs. R. C. HUTCHINSON
DIVERSITY
GA.

Course Retention Statistics



- Fall 2007
 - 114 of 122 students remaining in fast track courses passed with a C or better.
 - 93 %
- Spring 2008
 - 173 of 179 students remaining in fast track courses passed with a C or better.
 - 97 %

Year Two Results



Course Retention Statistics



- Fall 2008
- 274 of 279 students remaining in fast track courses passed with a C or better.
- 98 %
- Spring 2009
- 338 of 357 students remaining in fast track courses passed with a C or better.
- 95 %

The team is the answer!



For more information

Dr. Paul Weaver

318-678-6374

paweaver@bpcc.edu

Patricia Wyatt

318-678-6385

pwyatt@bpcc.edu

www.bpcc.edu/callstudents

www.bpcc.edu/call

<http://www.bpcc.edu/academics/syllabi/>