## Course Overview

This course is built with the intent of using an online course delivery system (TRACS). For each of the fourteen lessons, course materials include reading/reference documents that support lecture materials; discussion forums for students to explore and share their thoughts on relevant content; Mini lectures that present relevant topic content; homework assignments that frequently include students searching for relevant online content and then presenting their findings in PowerPoint slides with screenshots and notes. This homework format helps support development of presentation skills that would be useful in any kind of leadership role in respiratory care, regardless of whether their role develops as an educational or management position.

The course was developed to guide graduate students through all of the aspects of running or managing a respiratory care educational program, with the intent of building a strong understanding of administration, fiscal planning, curriculum development, and outcomes assessment. Topics include: digital organization skills; preparation of the annual program report for the Committee on Accreditation for Respiratory Care (CoARC); the process for hiring and evaluating faculty; organization of clinical practice rotations; development of clinical evaluation instruments; instructor inter-rater reliability assessment; designing curriculum to meet regional, state and professional curricular requirements; and the role of advisory committees. The final unit is an overview of program educational outcomes assessment plans that are a measure of how well the educational program is doing in accomplishing the goals of the professional program.

## Course Set-Up Checklists

### New to This Course?

If it's your first time teaching this course, complete these items to get familiar with the course content and requirements.

#### First Time Teaching This Course?

* Read this page
* Read Course Info
* Review all course content
* Schedule TRACS training

For more information about or help completing any of these tasks, please refer to our [first-time instructor guide](http://www.its.txstate.edu/departments/instructional_design/faculty_orientation/first-course-set-up.html).

### Get the Course Ready

Complete these items to get your course ready before the semester begins.

#### Course Set-Up Checklist

* Customize your Home page
* Post a welcome announcement
* Add your instructor bio
* Revise the syllabus
* New textbook? Update page numbers
* Replace the instructor intro
* Update due dates and publish Assignments
* Update due dates and publish Assessments
* Publish Forums
* Add extra items to the Gradebook
* Set up your synchronous meetings
* Publish the site

For more information about or help completing any of these tasks, please refer to our [course set-up guide](http://www.its.txstate.edu/departments/instructional_design/faculty_orientation/developing-instructor.html).

## Teach the Course

Complete these items after the semester begins.

#### Teaching the Course

* Organize student groups/teams
* Monitor the forums and facilitate discussion
* Email Learning Experience Design with errors

Get more [teaching tips for online courses](http://www.its.txstate.edu/departments/instructional_design/faculty_orientation/tracs-teachingtips.html). Other items are expounded below.

## ****Unique-Feature Notes****

If you need further guidance on how to set up one of the tools listed below, click Help on the left navigation and search on the tool name.

1. **Announcements**

There are several preloaded announcements. Be sure to release these as needed at the appropriate times.

1. **Syllabus**

A copy of the syllabus for this course can be found under the Syllabus tool. It is recommended that you update the course schedule table, along with any other necessary changes in the syllabus, and post it as a PDF document.

1. **Assignments**

Instructions for all assignments are posted in each assignment in TRACS. Students submit written assignments using the Assignments tool in TRACS. You will also find grading rubrics, along with assignment instructions, in Assignments.

1. **CoARC**

Some assignments and PowerPoints specifically reference navigation and layout of the CoARC website. This website is updated regularly. Check to ensure that content is up to date, beginning in Lesson 4.

1. **Assessments**

Quizzes in this course will be administered via the Assessments tool in TRACS.

In Assessments, you will find a survey titled Student Perceptions Survey. Data from the survey are collected, analyzed, and used to revise and improve the course after the first time it is taught. We recommend that faculty continue to administer the Student Perceptions Survey and use the results to inform their own teaching.

Many departments also ask online students to complete departmental surveys. We encourage using both surveys, because the Student Perceptions Survey is typically more in depth than the departmental survey.

Final Exam: The course includes a final exam in the final week. The exam will be open for five days (Monday-Friday) and close at midnight on the last day. Once students have started the exam, they will have 1 hour and 40 minutes to complete it.

1. **Forums**

There are several forums in this course:

* General Course Questions
* Share and Tell
* Introduce Yourself
* Topic Forums

It is recommended that you monitor the General Course Questions forum to keep track of any issues in the course. It is also recommended that you participate in forums as time permits throughout the semester and use them as a teaching opportunity/tool whenever possible. You should also look at the graded discussions throughout the duration of the assignment and follow best practices for facilitating discussions.

1. **Interactive Activities**

This course includes several interactive activities. These are practice activities that students can complete directly in the TRACS interface. They are designed to provide enrichment and extension, and are not tied to the gradebook.

1. **Online Meetings**

No synchronous meetings are scheduled for this course, but feel free to schedule live synchronous meetings as you see fit.

## ****Course Field Notes****

The following page was created to assist you in the tracking of issues that arise while teaching the course.  This gives you a centralized resource for documenting bugs, errors, or other concerns that will need to be addressed the next time you teach the course.  A link to this page, titled **Course Field Notes**, can be found below and on the left navigation of this site.

* [Course Field Notes](https://tracs.txstate.edu:443/portal/site/2d32c15a-b63f-4566-98f2-56061f6ad651/tool/7272ffb4-e9de-4ddf-9f86-0f4e639b4ea8/ShowPage?returnView=&studentItemId=0&backPath=&errorMessage=&clearAttr=&source=&title=&sendingPage=984358&newTopLevel=false&postedComment=false&addBefore=&itemId=5359559&path=push&addTool=-1&recheck=&id=)