

Online Courses 2018-2019

**Request for Proposals  
Accelerated, Compressed Time-frame (8 Week) Online Courses**

1. **Grant Opportunity**

The West Virginia Higher Education Policy Commission is sponsoring grants for the development of accelerated or compressed time-frame online courses for offering on the West Virginia Remote Online Collaborative Knowledge System (WVROCKS) program that will increase educational opportunities for adults across West Virginia.

For Fall 2018, ten $3,000 grants will be awarded for upper division courses for the general curriculum that have either no or only general studies pre-requisites and that are suitable to be offered in an **Accelerated, Compressed Time-frame (8 Week).**

**Background**

In 2012, The Higher Education Policy Commission undertook a major initiative to enhance the ability of adults to attain a bachelor’s degree through an addition to the Regents Bachelor of Arts – the West Virginia Remote Online Collaborative Knowledge System (WVROCKS). While the Regents Bachelor of Arts has been successfully offered for adults for over 40 years, WVROCKS is expanding on the existing degree by providing adults with previous college experience greater opportunities to complete a bachelor’s degree in an accelerated and flexible format. WVROCKS makes available more content areas of emphasis and a significant number of courses offered online in a compressed time-frame.

The emphasis of the WVROCKS grant program is to create collections of courses that lead to degree completion in an online flexible and accelerated format. WVHEPC/WVROCKS/WVNET will provide leadership and funding for the grant process in an effort to accelerate West Virginia’s efforts to assist adults in degree completion.

1. **Course Development Grants**

The HEPC requests proposals for upper division courses for the general curriculum that are suitable to be revised to an Accelerated, Compressed Time-frame (8 Week) that have either no or only general studies pre-requisites. A total of ten courses will be selected with grant awards of $3,000 per course. All selected courses must be available to be delivered on WVROCKS by the Fall 2019 term. Proposals may be for 100% online asynchronously delivered courses or courses with two or three synchronous sessions. Please review eligibility and selection criteria described in the section on grant eligibility. Courses developed will include complete alignment maps, course modules, proposed eight-week schedule, and supporting materials such as syllabi, test banks, and multi-media. Proposals are due by **October 15, 2018**. Proposals must be submitted using the attached form. All course proposals must have the approval of the chief academic officer of the submitting institution and be submitted through the chief academic officer. Awardees will be announced by **November 15, 2018**. Projects may begin anytime following announcement of the grant awards. Funds are non-reverting. All individual courses must be ready for initial course delivery no later than Fall of 2019.

1. **The Regents Bachelor of Arts Degree Requirements**

Requirements for the Regents Bachelor of Arts degree remain unchanged. What WVROCKS does is to provide more flexible and convenient course opportunities for adults to complete a baccalaureate degree through greater availability of content areas of emphasis and courses offered in an accelerated format.

**General Education**

The Regents Bachelor of Arts degree requires students to take a minimum of 36 hours of General Education course work. Specifically, the General Education requirement is comprised of the following:

* **Six** hours of Communications credit
* **Six** hours of Humanities credit
* **Six** hours of Social Sciences credit
* **Six** hours of Natural Sciences credit
* **Three** hours of approved Mathematical Sciences or Computer Applications credit
* **Nine** hours of electives from any of the above general education areas
* **Upper Division Hours**

The Regents BA degree requires students to take a minimum of 40 hours of upper division course work. Upper division courses are those offered at the junior and senior levels. Upper division courses take the place of a major and may be taken in any subject area or a combination of areas as students wish.

1. **Request for Proposals**

**Grant Eligibility**

* Faculty with terminal degrees from any West Virginia public college or university offering the RBA degree are eligible to apply for the WVROCKS Course grants.
* In order to avoid duplication, the catalog of currently available courses can be found by going to:
* <http://ilearn-wvrocks.wvnet.edu>,
* selecting **View Course Catalog**
* selecting **Regents Bachelor of Arts** under Browse Categories, and
* selecting **GO**.
* Applicants are encouraged to discuss proposals with the Founding and Executive Director of WVROCKS ([Roxann.Humbert@wvrocks.wvnet.edu](mailto:Roxann.Humbert@wvrocks.wvnet.edu) or 304-293-5192 x 270).

**Selection Criteria**

Proposals will be evaluated based on the following selection criteria:

* The proposal defines a course to be offered in a compressed delivery methodology (8 weeks) that addresses the adult learner audience needs.
* Course has either no or only general studies pre-requisites.
* The proposed course has measurable stated course, module/unit/chapter level objectives for one module, and a well-defined instructional design articulating the sequence of content delivery. Clear assessment methodologies must be evidenced and in alignment with stated objectives and suitable for the online environment.
* All projects are expected to provide evidence of appropriate instructional design expertise that adheres to standards accepted in HEPC Program Review and Quality Matters.
* The grant will be awarded upon proposal approval by the participating WVROCKS institutions.
* **Preference** will be given to faculty who have completed the “Applying the Quality Matters Rubric” workshop, for courses that are **not textbook dependent,** and for courses that address participating institutions’ specified needs as high interest for the RBA Program.

**Grant Obligations/Funding**

* All grantees must return required award paperwork by **November 30, 2018**.
* All grantees must submit the following:
  + **Course Alignment Map** - One-half of each grant award will be made at the time the grantee submits the alignment map and it has been approved. (Due **December 31, 2018**).
  + **Course Materials** as outlined in the sample materials received upon awarding of grant. Remaining grant funds will be allocated on completion of all deliverables (**February 28, 2019**) **and** final development of the class on the WVROCKS portal (**August 15, 2019**).
* All grantees will be **required to attend** a virtual meeting on **January 15, 2019** from **10-noon**.
* **All** faculty who receive a grant **MUST** teach the class the first semester it is offered in Fall 2019.

**Failure to meet any of these requirements will result in forfeiture of the grant.**

**Note:** All deliverables become the property of HEPC to be made available at no cost to WVROCKS to offer the courses through participating RBA-offering institutions.

1. **Teaching on the WVROCKS Portal**

Faculty who receive grants to develop courses must teach the course the first time it is offered. Moving forward, faculty who have met the requirements outlined in the Faculty MOU will be given first option to teach the class on the WVROCKS portal. Faculty who teach on the portal are paid $1700 for the first twelve students and $100.00 for each additional student up to $3000 for a maximum of 25 students. Faculty will become adjunct faculty for WVROCKS and reside on WVNET’s payroll. In addition, the courses will not count against faculty load at their institution.

1. **Program Grant Request for Funding Form**

* **Cover Sheet** - All proposals must use the cover sheet provided with this announcement.
* **Abstract** - The project narrative should not exceed three pages and must include responses to the items indicated in the proposal format.
* **Syllabus** – The completed attached Grant Proposal Syllabus Template should be attached to the proposal in **Microsoft Word** format.
* **Vita** – A recent Vita should be attached to the proposal.
* **Submission** - Proposals are to be submitted electronically to the Founding and Executive Director of WVROCKS (Roxann.humbert@wvrocks.wvnet.edu) at the Higher Education Policy Commission by **October 15, 2018**.

**Grant Funding for**



**Request for Proposals  
Due October 15, 2018**

**Cover Sheet**

**Institution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chief Academic Officer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Proposals to be submitted by the chief academic officer with grant awards to the course developer(s).

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Fax:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Course Number\_\_\_\_\_\_\_\_\_\_
2. Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Abstract**

Please provide a brief description of the course (from your institution’s course catalog), the number of times you have taught it online and any particulars you would like the reviewers to know about the course.

**Syllabus –** Please complete the yellow highlighted areas

|  |  |
| --- | --- |
|  | **Course Title Goes Here****Master Course Syllabus** |

**Course Overview (QM Standards 1.2)**

**Course description:** In this course

**Course Goals:**

* Students will
* Students will
* Students will

**Pre-Requisites (QM Standard 1.6)**

There are no course prerequisites for this course other than being an RBA (Regents Bachelor of Arts) student.

**Minimum Technical Requirements and Online Resources (QM Standards 1.5 & 1.7)**

In addition to a web browser (preferable Firefox) that is Blackboard compatible, you will need the other WVROCKS supported technologies outlined in the student policies section. You should know how to access and use Internet, WVROCKS, and Microsoft Office programs, and you will need to have consistent access to these technologies. You should know how to use email with attachments. You will also need a flash drive. –

Please add any others that you have!

**Online Resources:**  This course makes use of many online resources. I have made every effort to make sure the links I have are up-to-date. However, due to the changing nature of the web, you may find that a resource is temporarily unavailable or has been removed. If this should happen, please send me an email and I will find an alternative resource or modify the assignment accordingly.

**Instructor Information (QM Standards 1.8 & 5.3)**Individual instructors complete this information.

## **Virtual Office Hours**

I am available in my virtual office by appointment only. Send me an email to set up an appointment.

## **Personal Commitment**

My personal commitments to you as a participant include:

* I will reply to course mail messages within 24 hours;
* I will read all discussion postings and will reply where appropriate within 3 days
* I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
* If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.
* I will regularly update information regarding due dates in the course announcements.

**Optional/Required Course Materials (QM Standard 4.6)**

Enter text or other information here. If all materials are in the course indicate “All Materials Available Online”.

**Grading Policy (QM Standard 3.2)**Each week students will be expected to complete:

1. **Reading & media**: Each week you will look in the folder for that unit and read assigned readings, watch videos, or examine other required materials.
2. **Discussions:** Post content or comments on any new discussions. Reply to others who respond to your posts. Fulfill any specific discussion post assignments are requirements that are posted to the discussion instructions.
3. **Assignments:**  Check for any specific assignments in the unit folder and complete them by their due date (usually end of week)
4. **Quizzes:** Take any quizzes by their specific due dates. Terms & ID quizzes are usually due midway through a unit; Short answers & essays are usually due at the end of the unit. See course schedule and test schedule in the “start here” folder.
5. **If you have other types of assignments, list them and a brief description of each.** Delete any 1-4 that you will not have in the class.

**Grading**

The total amount of points to be earned for the course is 1420. These points are earned via three types of assessments including: module assignments, module discussions and module quizzes.

* A – 90 - 100
* B – 80 - 89
* C – 70 - 79
* D – 60 - 69
* F – <60

**Course Schedule and/or Module/Weekly Outline**

Include either a list of topics by module, list of objectives by modules, or outline of module activities. Below are two examples. You may have fewer modules.

Example 1:

* **Module 1: Introduction to the study of religions (Unit 1: Introduction)**
  + Syllabus. Carefully read and study the whole syllabus
  + Introduction: The Insider-Outsider problem in the study of religions
  + Blackboard readings: “The study of religions” & Clifford Geertz article “ethos”.
  + Discussion Questions & Terms posted online
* **Module 2: Cases of religious beliefs and ideas(Unit 2: Religious Concepts)**
  + Reading: Bruce Lincoln on Definitions of Religion
  + Excerpt from *Thunder Rides a Black Horse* (Native American beliefs)
  + Christianity: The parable of the Good Samaritan
  + The Buddhist Four Noble Truths
  + Hindu Karma & Dharma
  + Discussion Questions & Terms posted online
  + Recommended: Memorize new vocabulary from online “Discussion Questions & Terms”
  + Discussion posts
  + Terms quiz
* **Module 3: The supernatural, or not. (Unit 2: Religious Concepts)**
  + The Christian trinity
  + Islam: God is One
  + Hinduism: Polytheism or Monotheism? Or do these terms work at all?
  + Buddhist Atheism & Secular Humanism
  + Discussion posts
  + Short answer & short essay quiz
* **Module 4: Group activities (Unit 3: Religious Practices)**
  + Hindu puja—multimedia & reading
  + Christian Mass—multimedia & reading
  + Jewish Passover—multimedia & reading
  + Review Questions & Terms posted online
  + Discussion posts
  + Terms quiz
* **Module 5: personal activities (Unit 3: Religious Practices)**
  + Buddhist Mindfulness and Zen meditation—multimedia & reading
  + Christian Evangelical prayer practices—multimedia & reading
  + Chanting & the Liturgical uses of prayer—multimedia & reading
  + Five Pillars of Islam—multimedia & reading
  + Discussion posts
  + Short answer & short essay quiz
* **Module 6: Temples, Churches, Ashrams, etc. (Unit 4: Religious Spaces)**
  + Reading: excerpt from *The Production of Space*. Henri Lefebvre
  + Mega-Churches: Christianity as media event & big business—multimedia & reading
  + Urban neighborhood Synagogue in New York City
  + Rural Churches in Appalachia
  + Discussion posts
  + Terms quiz
* **Module 7: Pilgrims & travelers (Unit 5: Religious Places, Journeys and Destinations)**
  + The Muslim Hajj—multimedia & reading
  + Hindu Kumbha Mela—multimedia & reading
  + Native America: Wisdom Sits in Places—multimedia & reading
  + Recommended: Memorize new vocabulary from online “Discussion Questions & Terms”
  + Discussion posts
  + Short answer & terms quiz
* **Module 8: Implications of religious life and the nature of religions (Unit 6: Conclusions)**
  + Does Religion Matter?
  + Religious conflict in the Modern world
  + The debate between whether all religions are different paths to the same thing or radically different and exclusive paths. And, the Outsider’s perspective
  + Discussion posts

**OR**

**Module 1: What is Criminology?**

After you have completed the readings and content for this module you will be able to:

* Explain how the mass media distorts images of crime. [**M1A2:  Media Portrayal of Crime and Victims Discussion**]
* Explain how the mass media contributes to the culture of fear about crime [**M1A2: Media Portrayal of Crime and Victims Discussion**]
* Identify ways to remedy the effects of the media's reporting of crimes [**M1A2: Media Portrayal of Crime and Victims Discussion**]
* Define key concepts: crime, criminal law, criminalization [**M1A4:  Chapter 1 Quiz, M1A3: Module 1 Assignment**]
* Recognize various sociological definitions of crime [**Chapter 1 Check for Understanding (ungraded)**]
* Describe a contemporary occupation in the field of criminology. [**M1A1: Introductory Discussion with Career Spotlight**]
* Compare quantitative and qualitative research [**M1A4: Chapter 1 Quiz**]
* Identify and describe the various qualitative research methodologies that are known as fieldwork. [**M1A3: Module 1** **Assignment**]
* Compare the advantages and disadvantages of using incarcerated individuals as subjects in criminological research. [**M1A3: Module 1** **Assignment**]
* Identify and explain the ethical and safety issues involved in doing fieldwork with active criminals. [**M1A3: Module 1 Assignment**]

**Module 2: Measuring Crime Data**

After you have completed the readings and content for this module you will be able to:

* Compare crime rates and explain why rates are used rather than raw numbers. **[M2A2:  Crime Rate Assignment]**
* Describe the strengths and limitations of the Uniform Crime Reports (UCR) and the National Crime Victimization Survey (NCVS) **[M2A1: Strengths and Weaknesses of the UCR Discussion]**
* Identify the major patterns of crime by class, race, gender and age. **[M2A2: Crime Rate Assignment, M2A3:  Chapter 2 Quiz]**
* Identify cultural terminology and patterns of crime. **[M2A4:  Chpater 3 Quiz]**

**Module 3: Criminological Theories I**

After you have completed the readings and content for this module you will be able to:

* Identify the socio-historical and philosophical origins of criminology. **[M3A3: Chapter 4 Quiz, M3A4:  Chapter 5 Quiz]**
* Compare and contrast the Classical and the Positivist schools of criminology, including key theorists from each school. **[M3A1: Classical And Positivist Views And Theorists Discussion]**
* Explain the ideas of Cesare Lombroso and the major criticisms of these. **[M3A2: Module 3 Assignment]**
* Explain the penal dilemma. **[M3A2: Module 3 Assignment]**
* Explain Gabriel Tarde’s theories of crime. **[M3A2: Module 3 Assignment]**
* Explain Emile Durkheim’s theories of crime. **[M3A2: Module 3 Assignment]**
* Explain Merton’s Anomie-Strain Theory. **[M3A2: Module 3 Assignment]**

**Module 4: Criminological Theories II**

After you have completed the readings and content for this module you will be able to:

* Identify the themes and prejudices that characterized our understanding of crime in the U.S. prior to 1915. **[M4A2: Chapter 6 Quiz, M4A3: Chapter 7 Quiz]**
* Identify the social and intellectual factors associated with the emergence of criminology in the U.S. **[M4A2: Chapter 6 Quiz, M4A3: Chapter 7 Quiz]**
* Describe the research methods and concepts of the Chicago School of social ecology, especially the findings of Shaw and McKay. **[M4A1: Module 4 Assignment]**
* Identify the contributions of Edwin Sutherland to the field of criminology. **[M4A3: Chapter 7 Quiz]**
* Describe how, beginning in the 1950s, criminologists have attempted to explain lower-class, male, delinquent subcultures.
* Describe the theory of David Matza and explain how it differs from theories of delinquent subculture. **[M4A1: Module 4 Assignment]**
* Describe the control theory explanation for delinquency. **[M4A1: Module 4 Assignment]**
* Identify and explain key concepts from the following theories: Control, Social, and Labeling **[M4A1: Module 4 Assignment]**

**Module 5: Criminological Theories III**

After you have completed the readings and content for this module you will be able to:

* Identify the key concepts of Karl Marx’s theories of crime. [**M5A2: Chapter 8 Quiz]**
* Identify and explain key concepts from the following theories of crime: conflict theory, radical theory, feminist theory **[M5A1: Conflict, Radical and Feminists Theories Discussion, M5A2: Chapter 8 Quiz, M5A3: Chapter 9 Quiz]**

**Module 6: Inequalities and Crime**

After you have completed the readings and content for this module you will be able to:

* Identify the different types of property crime. [**M6A4:  Chapter 11 Quiz**]
* Identify differences between amateur and professional property criminals. [**M6A4:  Chapter 11 Quiz**]
* Identify and discuss the four major forms of inequality that influence crime. [**M6A2:  Module 6 Assignment, M6A3:  Chapter 10 Quiz**]
* Discuss age-related factors related to a criminal lifestyle [**M6A1:  Neutralizations of Shoplifters, Aging of Criminals, and Criminal Desistance factors**]
* Describe how the neutralizations of shoplifters can be used to rationalize other crimes. [**M6A1:  Neutralizations of Shoplifters, Aging of Criminals, and Criminal Desistance factors**]

**Module 7: Interpersonal Violence and White Collar Crime**

After you have completed the readings and content for this module you will be able to:

* Define violent crime. **[M7A2: Module 7 Assignment]**
* Identify the different types of violent crime. **[M7A3: Chapter 12 Quiz]**
* Define white-collar crime **[M7A2: Module 7 Assignment]**
* Identify the different types of white-collar crime and their social costs **[M7A4: Chapter 13 Quiz]**
* Describe how white-collar crime differs from other kinds of crime **[M7A2: Module 7 Assignment]**
* Analyze the justifications domestic batterers and white-collar criminals give for committing crime. **[M7A1: Fooling Society:  Batters and White-Collar Criminals Discussion]**

**Module 8: Political Crime**

After you have completed the readings and content for this module you will be able to:

* Define political crime **[M8A2: Module 8 Assignment]**
* Identify the different types of political crime **[M8A3: Chapter 14 Quiz]**
* Describe the extent, nature, and costs of political crime. **[M8A2: Module 8 Assignment]**
* Identify and discuss a challenge facing criminologist today. **[M8A1: Criminology Wrap-up Discussion]**

**Vita –** Please include a recent copy of your vita.

**Approval:**

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**Chief Academic Officer Institution Date**