
Introduction

This document provides preliminary design specifications for the next phase of development for an online class: a 1-credit Professional Etiquette class. Upon the suggestion of an advisory board, the business faculty at Holyoke Community College developed a professional etiquette course presently required in all business career programs. This course is currently taught both on campus and online. The demand for online sections is growing; presently online enrollment is now about equal to face-to-face enrollment.

Needs:

The Business Science Technology Engineering Mathematics Division at Holyoke Community College has decided to put additional development effort into the online course. There are some who think that offering the course online is antithetical to the original intent of the course; that without face-to-face interaction, online students do not have the same opportunities as face-to-face students to develop the “soft skills” that are germane to the course.

As the new Coordinator of Instructional Design, you have been asked to work with the professors who teach this course, to create a preliminary design and plan for updating the course. This design should incorporate universal design principles as well as application and assessment of communication skills. The course design will need to include the topics reflected in the generic syllabus. The new design should add process and assessment methods that enhance the delivery. This new approach should ideally create flexibility in delivery: individually or in small groups.

Though the faculty whom you are advising are only moderately savvy technologically, they are anxious to learn new ways of enriching the online learning experience so that it more closely adheres to the fundamental objectives of the course.

Audience:

The target audience is all students enrolled in business degrees or certificate options at Holyoke Community College (credit programs). Education varies widely from new college students to workers who have enrolled to update skills. Cultural diversity is present in the classroom. Age varies widely. Not all students have computer proficiency.

Course Goals (see generic syllabus)