

Faculty Handbook for Online Teaching and Learning



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INTRODUCTION

Welcome and Rationale

Thanks for your interest in teaching online courses. The College of Lake County is committed to reaching a diverse student body with a wide variety of courses and programs. Online courses and programs provide a great opportunity for students to enhance their learning through the convenience of courses taught in asynchronous environment. Online delivery is especially helpful for individuals whose time constraints with work, family, disabilities or limited access to transportation prevent them from being able to attend traditional classes on a regular basis.

Goals of the Faculty Handbook for Online Teaching and Learning

This handbook is for faculty who are both currently teaching using the Internet or plan to do so in the future. It is designed as a guide and reference tool to help you understand the “ins and outs” of online teaching and learning at CLC.

Our goals:

- to keep faculty informed of recommended procedures
- to provide answers to possible questions
- to offer insight into various services at CLC for faculty teaching online
- to make suggestions about procedures for the development and instruction of online and web-enhanced courses.

The handbook is designed in a checklist format so that it is easy to find information and so faculty can track their ongoing professional development in online teaching.

CLC’s Distance Learning Philosophy

College of Lake County is committed to quality of teaching and learning in all of its programs. This commitment continues for online learning. The content of on-ground and online courses should be equivalent. Access to support services such as library resources, tutoring and advising are available to online students. Student feedback on course quality is gathered and reviewed for online courses to ensure student satisfaction. Technical support is provided by the college in the form of servers, Blackboard and staff.

PROFILE OF ONLINE STUDENTS

Demographics

From CLC's *Office of Institutional Effectiveness, Planning and Research*, a Fall 2002 study of online students found that **females** represented 69% of the population, while males represent 31%. The largest group (44%) was the **18-24** age group, with the 25-34 age bracket being second largest (28%). The majority ethnic group (78%) was **white**, non-hispanic.

Most Internet students lived **in-district** (94%), were pursuing **Baccalaureate or Transfer** programs (57%), and were considered to be **freshmen** with 30 or less cumulative credit hours (51%).

<http://www.westga.edu/~distance/ojdla/spring51/halsne51.html>

In a 2002, CLC faculty member Alana Halsne also conducted a descriptive study of learner characteristics between students in online classes and students in traditionally-delivered instruction. Dr. Halsne found the following distinguishing characteristics of CLC online students:

- they were predominately **visual learners**
- they spent, on the average, **an hour more per week on classwork** than did their traditional student counterparts
- there were more **women** than there are men taking online classes
- they were primarily **married or divorced** and had **children living at home**
- they were typically **White/Caucasian**
- they were **26 to 55** years of age
- the average online learner's **total family income of over \$40,000 a year** was higher than that of the traditional learner
- online learners were typically **full-time workers**
- typical online learners had **more education** than their traditional learner counterparts

The findings of this study support research by the American Association of University Women Educational Foundation (2001), which found that the **average online student is a woman, 34 years old, employed part-time, and has previous college credits**. This report also found that many of these women have children and take their online courses late at night, after their children are in bed, or early in the morning before work.

Who Should Take Online Classes?

Students take online courses for a variety of reasons, and unfortunately, some students may not be fully aware of what an online course entails or if it is a method of instruction that would work well for them. If you have a student contact you wondering if they should take an online course, consider the following:

1) Direct them to the Counseling Center.

There is currently one counselor specifically designated for talking to current and potential online students.

Kris Dahl (847) 543-2353

2) Direct them to the CLC Online Website.

On this site is a section with *Steps to Becoming an Online Student*. This includes both a *Definition of Online Classes* (<http://yyz.clcillinois.edu/ol/steps/step2.htm>) and a section called *How Do I Know If It's For Me?* (<http://yyz.clcillinois.edu/ol/steps/step3.htm>)

3) Encourage them to participate in **WEEK ZERO—A Student Orientation to Online Learning**. (<http://yyz.clcillinois.edu/orient/>)

This free, non-credit, week long orientation is essentially a way of letting students prepare for taking courses online. The course will discuss topics ranging from *how to navigate Blackboard* (our course management tool here at CLC) to *how to communicate online* to *how to be a successful online learner*. Students can work at their own pace, but they can also interact with others in the class to get a feel for what an online course is like before they actually take one.

Questions that students need to consider

(see <http://yyz.clcillinois.edu/ol/steps/step3.htm> for more elaboration)

- Do you have a computer at home or access to computer at other location?
- What speed is your internet connection?
- Do you know how to send/receive E-mail?
- Do you know how to send an attachment with E-mail?
- Have you ever used a word processor?
- What learning style suits you best, Visual or Auditory?
- Are you self-disciplined and self-motivated?
- How important is social interaction in the classroom to you?
- How well do you schedule your time?
- How much time do you have to spend on an online course?

GENERAL INFO ABOUT ONLINE COURSES

Definitions

- **800-section courses:** This is the designation given to courses that are offered completely online
- **600-section courses:** These are considered “hybrid” courses and require a significant number of campus visits.
- **Telecourses:** These are designated as **500-section** courses that are taught primarily through videotapes. They are considered distance learning courses, but not online courses
- **Blackboard:** This is the course management system used to develop online courses at CLC so that all online and web-enhanced courses have a consistent look. It is completely web-based so that faculty may develop classes on any computer with access to the Internet.

History of Online Courses at College of Lake County

Although some innovative faculty members at CLC had been experimenting with the use of Internet instruction on their own, the College of Lake County began supporting and developing online courses in response to the state of Illinois’ development of the Illinois Virtual Campus, a directory of distance courses, certificates, and degree programs offered by Illinois colleges and universities (<http://www.ivc.illinois.edu>). In Fall 1998, a team of 4 faculty members from various disciplines agreed to develop 4 online courses. This team was referred to as the “A-Team.” Four more faculty members collaborated in the Spring of 1999 to form the “B-Team.”

The faculty members involved had volunteered to participate on these teams with the original idea to include one person from each of the college’s divisions. One faculty member served as the coordinator and held weekly meetings so that everyone could share their progress and discuss what worked and what didn’t. Then, on a monthly basis, the group updated the college as a whole.

All the faculty members in these original groups worked with an alternative delivery systems specialist to get their classes established online. As the members of these teams began to successfully teach their online courses, more faculty members jumped on the bandwagon to develop their own online courses on an individual basis. At the time, there were also a couple faculty members who were developing their own courses independently.

In 1999, at the college’s general advisory board meeting, an executive at Walgreens suggested the possibility of an online business degree. Walgreens had a need for employee training that would allow their employees to work while obtaining degrees. Although the plan to work with Walgreens never came to

fruition, the college continued to examine the possibility of an online business degree. Some of the classes that had already been developed were business classes, and others were high-demand classes that could fulfill general education requirements.

Meanwhile, the state of Illinois was exploring the need for a University Center in Lake County. The Center would combine the resources of participating Illinois colleges and universities to increase educational opportunities, for Bachelors degree completion courses, Masters degrees, and professional certificates. A study by the Illinois Board of Higher Education verified a need among residents of Lake County for more training in Business and Microcomputer Applications.

The College of Lake County began focusing on courses that would apply to a Business degree for online development. In 2000, the NCA granted CLC accreditation for an online A.A. in Business degree and an A.A.S. in Computer Information Systems, as well as in Multimedia.

As of Fall 2003, the college offers around 70 credit courses online. A Distance Learning Advisory Committee was approved by the Faculty Senate to review the quality of online instruction, to address relevant issues to online delivery and serve as an advisory group to the Faculty Senate regarding online courses.

Online courses are supported by an Instructional Developer as well as two Alternative Systems Delivery Specialists. Currently, courses that will be supported by the college must first be approved by the Deans and Educational Affairs Council. Full-time faculty members who develop online courses have received one course load of release time to be taken the semester before the course is offered for development or during the semester the course is first taught. Part-time faculty who develop online courses have received stipends for their work. In addition to these courses, the college is seeing a growth in non-credit online courses, publisher-created online courses, and hybrid web-enhanced courses. We have adopted Blackboard as our web course development tool to encourage consistency among online courses.

Checklist #1

“Okay, I’m Thinking About Teaching an Online Class. How Can I Decide if I Really Want to do This?”

(check these off as you feel you’ve gained a comfort level with each topic)

Learning About Teaching Online

	<i>Options</i>	Done <input checked="" type="checkbox"/>
1. Take an online class	<ul style="list-style-type: none">▪ Take a course in your subject area.▪ Take a workshop or a course from the Teaching and Learning Center.▪ MVCR classes▪ ILCCO Learning Academy	<input type="checkbox"/>
2. Familiarize yourself with online teaching and learning resources	<ul style="list-style-type: none">▪ Find books and journals at the LRC and at the Teaching and Learning Center.▪ Online resources	<input type="checkbox"/>
3. Familiarize yourself with Blackboard	<ul style="list-style-type: none">▪ Take a workshop or a course from the Teaching and Learning Center.▪ Do the Online Tutorial, <i>Getting Started in Your Blackboard 5 Course</i>▪ Look around on the Blackboard website	<input type="checkbox"/>
4. Explore possibilities from electronic publisher resources.	<ul style="list-style-type: none">▪ Contact the textbook publishers▪ Use online content directories and websites.	<input type="checkbox"/>
5. Find out about Internet resources you can use in your class.	<ul style="list-style-type: none">▪ Databases of Online Learning Materials▪ Websites	<input type="checkbox"/>

And a word to the wise...

Before teaching an online course, try teaching *segments* of your on-campus course using the Internet!!

This will give you practical experience both to see how you like teaching with the Internet and to see how your course content is adaptable.

CHECKLIST #1—The Details

1. Take an online class

One of the best ways to learn about teaching online is to experience an online class as a student.

You have several good options to choose a class.

- **Take a course in your subject area.**
Many colleges and universities offer online courses. For the E.R.I.C. list of directories of classes available, go to:
<http://www.askeric.org>

Then follow the path:

Educational Technology >Distance Education >Distance Education Guides

- **Take a workshop or a course from the Teaching and Learning Center.**

The Teaching and Learning Center offers a several classes pertaining to online course development. The classes change from semester to semester, but might include topics such as:

- Classroom Assessment Techniques
- Internet Search Techniques
- Introduction to Blackboard

To register:

<http://yyz.clcillinois.edu/pd/>

Professional Development @ CLC

We believe that we are one community serving students and one another. To that end, professional development at CLC supports opportunities for holistic growth and learning for all employees. We recognize the importance of fulfilling the specific needs of each employee group in order to enhance the learning experience of our students.

The College Of Lake County's
TLC
Center for Excellence
in Teaching and Learning

Register
Today
Online

The College Of Lake County's
OTD
Office of Training
and Development

Activities of the TLC and the Office of Training and Development

There are also two statewide initiatives in Illinois to help faculty prepare for developing and teaching online courses:

- **Making the Virtual Classroom a Reality (MVCR)**

The Illinois Online Network (www.ion.uillinois.edu) hosts a series of online faculty development courses is designed to help faculty members acquire skills and knowledge needed to teach online.

<http://www.mvcr.org/>

- **ILCCO Learning Academy**

The ILCCO Learning Academy serves a learning community of Illinois community college educators. Their mission is to provide training and support for Illinois community college educators in the delivery, design, and development of their online courses.

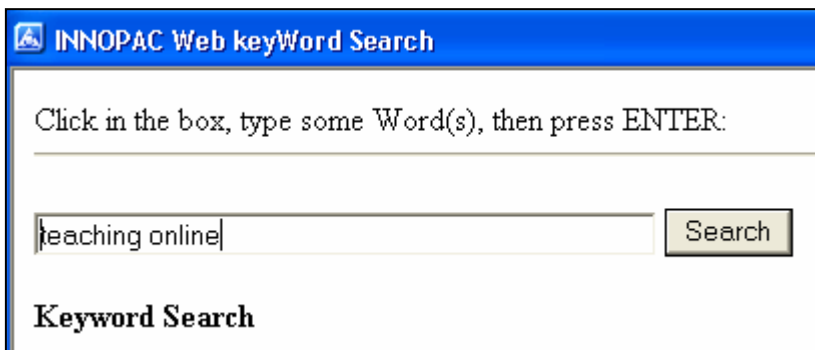
<http://www.ilccolearningacademy.org>

2. Familiarize yourself with online teaching and learning resources

- **Find books and journals at the LRC.**

The College of Lake County Learning Resource Center has many books about teaching in an online environment. The searchable catalog is available online at:

<http://yyz.clc.cc.il.us/library/catalog.cfm>



INNOPAC Web keyWord Search

Click in the box, type some Word(s), then press ENTER:

teaching online Search

Keyword Search

- **Find books and journals at the Teaching and Learning Center.**
The Teaching and Learning Center has a resource collection of books, journals, and videotapes related to teaching topics. This collection includes online teaching topics.

- **Online Resources**

The **Illinois Online Network (ION)** is a very good source for resources on teaching and learning online. They have links to a variety of topics from assessment/evaluation to web design.

Illinois Online Network
<http://www.ion.uillinois.edu/>

The **Technology Source** is a peer-reviewed bimonthly periodical published by the Michigan Virtual University for the purpose of providing thoughtful, illuminating articles that will assist educators as they face the challenge of integrating technology into teaching.

The Technology Source
<http://ts.mivu.org/default.asp>

3. Familiarize yourself with Blackboard

Blackboard is a web-based course management system used at the College of Lake County to provide a template for your online course. Before you decide to develop an online class, it's a good idea to familiarize yourself with Blackboard and try it out with your on-campus classes.

- **Teaching and Learning Center Courses**

The Teaching and Learning Center regularly offers sessions about the various features of Blackboard, such as Introduction to Blackboard, Developing Online Quizzes, and Putting Your Course Content into Blackboard.

- **Blackboard Resources**

Blackboard also has a wealth of pre-published resources for faculty, including a full-length tutorial on *How to Get Started with Blackboard*. These can be found at <http://clc.blackboard.com>. Click on the link for "Blackboard Training for Faculty."

4. Find out about electronic publisher resources.

- **Contact the textbook publishers**

Many publishers now have extensive resources available. There may be a full-blown web course already developed that you can adapt to your needs. When you are looking at the demos, remember that you can pick and choose to use any parts of the course that you like and eliminate any other parts. You can also add content of your own.

Contact your textbook sales representative to find out if such materials are available for your textbook.

The larger publishers have websites that allow you to see demos of the online materials.

Prentice Hall

<http://www.prenhall.com/demo/>

Then follow the path:

Blackboard > Courses

McGraw Hill

<http://www.mhhe.com/catalogs/>

Then follow the path:

Digital Solutions > Gallery & Demos

5. Use online content directories and websites.

- **Databases of Classroom Learning Materials**

You can find online classroom materials in repositories of learning objects, searchable small online chunks of educational content that can be used to support learning in the classroom. Sharing of the materials is the purpose of the repositories, and each of the activities includes information about the developer of the activity and what their requirements are to allow you to use the materials.

Merlot

<http://www.merlot.org/>

Apple Learning Interchange

<http://ali.apple.com/ali/resources.shtml>

The Gateway to Educational Materials

<http://www.thegateway.org/>

- **Other Web-Based Materials**

Some of the course materials of a web-enhanced course are available and/or part of the class activities are done online. There are many ways you can use online activities to enhance student learning and accomplish course objectives in ways that are not possible without the Internet.

Field Trips

http://www.hccs.cc.tx.us/JWoest/jw_trips2.htm

Games

<http://www.ucmp.berkeley.edu/historyoflife/mysteries/mfarchive4.html>

Historical Maps

<http://www.lib.utexas.edu/maps/index.html>

Breaking News

<http://ap.tbo.com/ap/breaking/index.htm>

Checklist #2

“What is involved in online teaching?”

(check these off as you feel you've gained a comfort level with each topic)

Getting Started

	Options	Done <input checked="" type="checkbox"/>
1. Should I teach an 800 course, a 600 course, or a web-enhanced course?	<ul style="list-style-type: none"> ▪ 800 courses ▪ 600 courses ▪ Web-enhanced courses 	<input type="checkbox"/>
2. Advantages of teaching online	<ul style="list-style-type: none"> ▪ Reach more students ▪ Flexibility 	<input type="checkbox"/>
3. Time requirements while developing an online class	<ul style="list-style-type: none"> ▪ Learning technology required ▪ Learning processes required ▪ Organizing material ▪ Converting material to the web ▪ Taking advantage of currently existing materials online 	<input type="checkbox"/>
4. Time requirements while teaching the class	<ul style="list-style-type: none"> ▪ Getting student e-mail addresses ▪ Answering e-mail ▪ Responding to the discussion board ▪ Grading assignments ▪ Upkeep of the website ▪ Posting the material ▪ Material backup 	<input type="checkbox"/>
5. Areas of concern	<ul style="list-style-type: none"> ▪ Student privacy ▪ Student honesty ▪ Plagiarism ▪ CLC technology problems ▪ Student technology problems ▪ Student excuses and procrastination ▪ Communication issues ▪ Dropout rates ▪ Assessment and evaluation 	<input type="checkbox"/>

CHECKLIST #2—The Details

1. *Should I teach an 800 course, a 600 course, or a web-enhanced course?*

- **800-section courses**

At College of Lake County, an 800 designation is assigned to a class that is fully online. There is no time required on campus, with the possible exception of proctored tests. The sections may be either scheduled sections or self-paced sections, but this has to be delineated at the beginning of the course.

The material may be instructor-created or it may be obtained from other sources. Individual projects and materials may be obtained from learning object databases, for example, or the whole course may come in a complete, customizable course pack from the publisher of the class textbook.

- **600-section courses**

With a 600 course, online activities regularly replace part of the weekly hours a student would normally be on campus. For example, a 3 credit-hour course might have 2 contact hours in a classroom and 1 contact hour online. These courses are sometimes referred to as “hybrid” or “blended” online courses.

- **Web-enhanced courses**

A web-enhanced course is one in which some of the course materials are available and/or part of the class activities are done online. There are many ways you can use online activities to enhance student learning and accomplish course objectives in ways that are not possible without the Internet.

If you would like to see examples of any of these types of courses before developing your own course, please contact Page Wolf (543-2446). Although most online courses are password protected, some faculty members do provide guest access for others to view.

2. *Advantages of teaching online*

- **To reach more students**

Online courses allow access to students who would not otherwise be able to attend college. Perhaps the student lives and works in a remote area or perhaps the student is a young parent who has to stay home with a small child and can only attend college if he can participate at home at 2:00 in the

morning. For other students, the flexible schedule of the online class may simply be more convenient.

- **Flexibility**

For the Student

Online courses provide students with flexibility with regard to when class work can be done and may help accommodate a group of students with very different schedules, or even students whose schedules vary from week to week.

For the Instructor

Online teaching allows more flexibility in the instructor's schedule. The instructor is not constrained to being in a physical classroom at a certain time. Be aware, however, that online classes place other demands on faculty, namely additional time for communicating with students.

3. Time requirements while developing an online class

Teaching an online class does require up-front development time. It is not simply a matter of uploading your face-to-face class materials. You have to spend the time to find out what works in the online classroom environment and then how to accomplish it.

Workshops and courses in online class development are available through the:

College of Lake County
Center for Excellence in Teaching and Learning.
<http://yyz.clcillinois.edu/pd/>

Additionally, there is an instructional developer in the Teaching and Learning Center who is available to meet with you on a regular basis and help you in designing your online course and offering advice on ways to transition your on-campus course content.

Page Wolf (847) 543-2446

- **Learning technology required**

You will need to learn to use various new presentation tools as well as tools to convert your existing materials to usable formats. *Blackboard* is the most important tool to learn, but it is also very helpful to know how to make web pages (*Dreamweaver*), how to create PDF files (*Adobe Acrobat*), and how to save and upload (*FTP*) PowerPoint presentations to the web. Visit the Teaching and Learning Center for assistance.

- **Learning processes required**

You will need to learn the processes required to put your course online.

- ✓ Upload course content
- ✓ Make backups
- ✓ Administer students
- ✓ Create online quizzes
- ✓ Manage online gradebooks

- **Organizing material**

One of the most important things to consider when you are thinking about teaching your course online is how to effectively organize course materials so that students can focus on the content and can find the items they need to know.

- ✓ Organize a file structure that will allow you to manage materials
- ✓ Categorize your content so that it is easy for students to find what they need. **TIP:** Block your materials into chunks of information!
- ✓ Make technology easy enough to use that the student can focus on the course content.
- ✓ Design your course visually, deciding what materials might best be accompanied by colors or graphics to help them stand out.
- ✓ **TIP:** Work on getting all of your content online before fancying it up!

- **Converting material to the web**

Documents that you may have previously created with a word processor, with PowerPoint or as a web page (such as your syllabus, class notes/lectures, descriptions of assignments, etc.) can easily be integrated into an online course either by copying and pasting text, or by importing a file into Blackboard. Even quizzes, if formatted properly, can easily be imported into Blackboard. This may save you some time in getting content into your class. However, other things may need to be created such as supplemental information (used in place of a lecture) and clarified instructions for students. You may need to scan materials or convert data to different formats for students to access. This takes time and scheduling.

- **Taking advantage of currently existing materials online**

You do not have to create all new material yourself. You can download projects from learning object databases, download the entire course from the publisher, or find existing web sites to supplement your courses. Your textbook might also provide links to web sites that augment content. Take advantage of the wealth of materials that are already out there!

Databases of Classroom Learning Materials

Merlot

<http://www.merlot.org/>

Apple Learning Interchange

<http://ali.apple.com/ali/resources.shtml>

The Gateway to Educational Materials

<http://www.thegateway.org/>

Publisher Links

McGraw-Hill Digital Solutions

<http://www.mhhe.com/catalogs/solutions/index.shtml>

Prentice Hall Media Central

<http://www.prenhall.com/demo>

4. Time requirements while teaching an online class

• **Getting student e-mail addresses**

E-mail addresses need to be validated early in the class. You absolutely must have correct e-mail addresses for all of your students. It has taken a certain amount of time to track down addresses of students who do not provide them right away. Beginning Fall 2003, online students will be provided with CLC-hosted e-mail addresses. However, many will continue to use their own personal e-mails.

• **Answering your e-mail**

Your course should be designed so that you manage your e-mail in a way that does not consume inordinate amounts of your time. You can easily end up answering hundreds of e-mails each day. This can be managed by:

- ✓ Encouraging students to answer each others' questions
- ✓ Using discussion boards on which all questions and answers are posted
- ✓ Composing standard responses to students
- ✓ Generating automated e-mail responses to let a student know their message has been read

• **Responding to the discussion board**

To keep class discussions on track, and students motivated, some time must be spent time responding to discussions. Do not feel the need to respond to every single post; however, as the moderator, it is up to you to facilitate discussion, and decide when to move on to other topics. One suggestion is

to let your students know ahead of time that you will be monitoring and reading the discussion board, but not necessarily responding to everything. You might also consider composing one larger follow-up message to discussions with your thoughts on multiple postings.

- **Grading assignments**

Blackboard hosts an electronic grade book that will automatically enter scores from online quizzes. However, you can add any type of assignment to the grade book so that students can view their individual scores online. It is a good idea to let students know a time frame in which they can expect their grades to be posted. Also keep in consideration how you want to give students feedback. There are features in word processing software that allow you to add comments electronically. Some faculty also like to set up individual discussion boards/e-mails for students to provide comments on assignments.

- **Keeping up the website**

Although the bulk of work on your website will most likely be complete before the start of class, there will be constant changes and updates you might like to make throughout the semester. Make sure you keep the information current, and if you have links to external websites, make sure those still work.

- **Posting materials**

After you design online materials, you have to upload them into Blackboard. You have the capability to add and remove material from your class at any time during the semester. You should build in additional work time during the semester to make changes to your course.

- **Backing up materials**

In case of a disaster, it is extremely important that you keep a backup of all materials. You need to allow sufficient time to back materials up regularly. At the end of each semester, you will receive reminders with information on how to archive your entire course.

5. Areas of Concern

- **Student Privacy**

Be careful about sending grades and private information to students' e-mail addresses. It is possible that they might be using a publicly shared address. The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their educational records. For current legal information on this topic, visit:

<http://www.epic.org/privacy/student/>

- **Student Honesty**

A student may be subject to disciplinary action if they commit an act of academic dishonesty, such as cheating or plagiarism. Many of the problems of students cheating online are the same as the problems in a face to face classroom, but there are strategies to minimize cheating in your online classroom.

- ✓ Ask students to submit work in stages, or ask for drafts.
- ✓ Ask students to relate material to their personal experiences.
- ✓ Require proctored examinations.

One good resource is from the Illinois Online Network, entitled “Strategies to Minimize Cheating Online.”

<http://illinois.online.uillinois.edu/IONresources/assessment/cheating.asp>

- **Plagiarism**

Plagiarism is “to steal or pass off the work of another as one’s own” or “to use another’s production without crediting the source.”¹

Copying and pasting from the web makes plagiarism easier than ever before, but by thinking about the reasons students cheat, you can develop strategies to prevent cheating.

- ✓ Make the topics relevant and interesting to the students.
- ✓ Make the assignment clear.
- ✓ Make it clear that plagiarism is unacceptable.
- ✓ Require progress reports.
- ✓ Require an annotated bibliography.
- ✓ Require students to write about what they learned by writing the paper.

Faculty who discover students who are plagiarizing must discuss this problem with the student, explaining why it is unacceptable. Continued episodes of plagiarism should be discussed with your Dean.

There are many plagiarism websites. This one by Richard Harris provides strategies of awareness, strategies of prevention, and strategies of detection.

<http://www.virtualsalt.com/antiplag.htm>

A good website that provides the legal perspective is Ronald B. Standler’s, “Plagiarism in Colleges in USA.” <http://www.rbs2.com/plag.htm>

¹ *Miriam Webster Dictionary Online.* <http://www.m-w.com/cgi-bin/dictionary?book=Dictionary&va=plagiarizing> (accessed July 22, 2003)

- **CLC technology problems**

Although it is rare, there have been experiences when servers have gone down during the semester, disrupting Internet service. This should not harm your course content, but lack of accessibility can be problematic for both faculty and students. It is good to have a back up plan for what to do if servers should go down. If the Blackboard server is experiencing technical difficulties, you will be receiving an e-mail letting you know the status. If you experience technology problems with your online class, contact:

Scott Rial (847) 543-2652
Russ Pearson (847) 543-2656

- **Student technology problems**

You need to make clear to the students what level of technology problems you will accept. In other words, when will they start to lose points because an assignment could not be turned in or under what circumstances you will let them retake a quiz due to technology problems.

Students with AOL connections will need to know that they may have difficulty with online testing and may have to make other arrangements for testing.

If students experience technology problems, please have them contact:

Scott Rial (847) 543-2652
Russ Pearson (847) 543-2656

- **Student excuses and procrastination**

Managing time can sometimes be difficult, and procrastination is the major cause of failure in online classes. Stress to your students how important it is to schedule time to work on the class and to stick to the schedule. Let them know when assignments are due and the date/time after which you will not accept them.

- **Communicating with online students**

Communication is a KEY issue in online courses, since you and your students will not be able to see facial expressions and visual cues (such as heads nodding to indicate understanding). Some advice on communicating with online students:

- ✓ It takes longer to type than to talk, and longer to read than to listen. Make sure you and your students are aware of this.
- ✓ Make an effort to “type as you would talk.” Adding humorous comments and casual chat among your online lectures adds a very vital bit of humanization to the online environment.

- ✓ Encourage the use of emoticons (use of smiley faces, such as :-)) on discussion boards to convey emotion.
- ✓ Break up online text into shorter, readable chunks. It is difficult to read long blocks of text on the screen. Also make sure to use text formatting (color, bold, italics, font size) and graphics to emphasize points.
- ✓ Don't be afraid to repeat information in several locations throughout your course. You can never second guess where students might go to look for information.
- ✓ Be clear and concise in your instructions to students.
- ✓ When referring to e-mails and external websites, include links right at the point when you refer to them.

Things to be aware of in online discussion groups include students who dominate conversations, students who use chat acronyms or have frequent misspellings, students to provide misinformation, and students who use poor tone and behavior. Have a plan on how you might address such situations in your class.

- **Dropout rates**

Online classes sometimes suffer from high dropout rate. To succeed in an online environment, students must be self-motivated and computer literate. Students are primarily responsible for their own success, but you can help them by keeping them on a schedule and making the class very relevant and important to the student.

- **Assessment and evaluation**

This is an issue that concerns everyone who is teaching an online class. What is the proper way for a student to demonstrate learning?

Try to use a variety of assessment techniques in your course:

- Peer evaluations
- Self-evaluations
- Written reports and projects
- Online tests
- Proctored examinations

You should try to keep proctored examinations to a minimum because this is an online course. Be sure to make it clear in your course information page if you will require any proctored examinations so that students will have ample opportunity to make arrangements.

The ERIC Assessment and Evaluation Net provides assessment and evaluation resources for online courses.

<http://ericae.net/>

FACE-TO-FACE TESTING

Instructors have the option of requiring that students take exams in a monitored environment.

College of Lake County

At Grayslake, this is done in the Testing Center (543-2076), located within the Learning Resource Center. The Lakeshore Testing Center (543-2120) is located in Room N203. Each center must be contacted separately. The following guidelines will help the process go smoothly.

1. Provide the Testing Center with a list of the students in your class.
2. All exams must have the instructor's name and course number on each exam.
3. Deliver exams to the Testing Center **before** you announce exam dates to students.
4. Provide the Testing Center with a list of materials the student may use in taking the exam (calculator, etc.).
5. If the exam is online (using the Internet), provide instructions and any passwords.
6. Tell students that exams will be administered in the Testing Center. Students must show photo identification before being given a test.
7. Instructors are responsible for picking up completed exams.
8. The Testing Center **cannot** time exams.
9. Students with special needs should make arrangements with the Office of Support Services for Students with Disabilities (543-2474).

Off-Campus Sites

If a student cannot come to CLC for an exam, it is the student's responsibility to find an alternate method of having the exam proctored. Often other colleges' testing centers will do this for a fee. The instructor is then responsible for sending the exam to the alternate testing site.

Make-up Exams

Please phone the Testing Center before arranging a make-up exam.

GETTING STARTED

Approval Process

Faculty who want to develop an online course should discuss their proposals with their coordinator or Dean. The course request should be brought to the Assistant Vice President for Educational Affairs and Educational Affairs Council to determine if the request should be supported by Alternative Load or a stipend during the development or first time delivery phase. Approval for load/development will be reviewed carefully based on need to complete online degrees and certificates and departmental priorities. All adaptations of courses into an online or hybrid format should be approved by the Dean.

Procedures For Online Courses

Proposals for Online courses are approved through discussions between faculty and their respective Deans as well as approved by the Assistant Vice President for Educational Affairs. Requests for approval for new online courses that will be supported for alternative load should be presented in writing with:

- Rational for the course
- Evidence of faculty expertise in using the technology for online chats, assessments, course design, etc.
- Projected delivery date

Decisions to approve such requests will be based on:

- Alignment of online course delivery with college's strategic goals
- Available funding through grant and college resources
- Faculty's expertise with online delivery
- The decision of whether alternative load will be given for either development or implementation rests with the Dean and Educational Affairs Council.

Current Priorities established by Educational Affairs are:

- Courses which lead to online certificates and degrees
- IAI courses
- Courses that may have consistently low enrollments in day and evening sections but are needed for degrees.

Obtaining a Blackboard Account

To access any BlackBoard site, whether you are a student or a faculty member, you must have a BlackBoard login and password.

The web address for BlackBoard is: <http://clc.blackboard.com>

BlackBoard accounts can be obtained by talking to **Scott Rial (543-2652)** or **Russ Pearson (543-2656)**, the Educational Technology Alternative Systems Delivery Specialists.

You will need the following information:

- ✓ Course ID number
- ✓ Course Title
- ✓ Login ID/Password you would like to use (or if you have already used BlackBoard, what your CURRENT login/ID is)
- ✓ Information on any publisher content you plan to use

Questions to Ask Before Getting Started

Here are some questions that you should ask yourself before you get started:

- Has this course already been developed online, either by another CLC instructor or by a publishing company? If it is developed by a publisher, what costs are involved for the student/department? What course management system is used?
- How much material do I already have online?
- What is my current teaching style?
- What technologies would I like to see used in this course?
- What technologies do I feel comfortable using?
- How interactive or self-paced should the class be?
- How do I want to communicate with my students and how often?
- How frequently would I like my students to communicate with each other?
- How much text (both written and on-screen) will be used?
- What assessment techniques will be used (online quizzes, projects, graded discussion, group work, on-campus activities, etc.)? How much can be accomplished online?
- Are there any materials (videos, CD Roms, etc.) that have been vital to my on-campus class? What are my options for using them in my online class?

Overall Considerations

1. Reflect on how the course is currently taught on campus and what can stay the same/what needs to change in an online environment.
2. Determine what technologies best suit the course content and delivery.
3. Become familiar with the various aspects of online course delivery and maintenance (i.e. encouraging discussion, managing the course, assessing student learning, etc.) It is **STRONGLY** encouraged faculty to take an online course as a student before teaching one.
4. Learn the technologies (i.e. Blackboard and WebBoard).
5. Organize content for web--is content easy to navigate, easy to read, easy to find?
6. Online courses are a **VISUAL** medium. Use colors and pictures to enhance your points, but make sure they are not over-used.
7. Put content online and test it out with sample groups (students, colleagues, etc.) to look for glitches, inconsistencies, things that are unclear or confusing, things missing, etc. Perhaps use some of this content in on-campus classes.
8. Make necessary revisions before offering class officially online (or during class as needed).

Using the Technology

When you develop an Internet course, the main technology that will be used is, of course, the Internet!! However, depending on the level of technology you want to use, many other technologies can be incorporated into online course instruction.

The computer lab in the Teaching and Learning Center has a wide variety of software and hardware available for you to use, including digital cameras, slide scanners, and flatbed scanners for digitizing pictures.

Here are some technology options that you should be familiar with:

Blackboard—This is the easy-to-use course management system used for developing online and hybrid courses. It helps you develop an online course without having to create web sites from scratch, and offers a variety of helpful features to help instructors organize course content and manage students.

Web pages—Having your content developed as web pages makes it very easy to use with Blackboard, not to mention allows you to easily format text, create links, and include graphics and tables. The recommended web

development software we support is **Dreamweaver** and **Netscape Composer**, both available in the TLC lab.

WebBoard—This is a software application that lets you create and manage threaded discussion boards. Although Blackboard comes with its own discussion board feature, some WebBoard has a broader variety of features that some faculty like better.

Camtasia—This is software that allows you to capture “movies” from your computer screen, which is helpful to show the movement of your mouse or typing.

SnagIt—This is software that allows you to capture still images from your computer screen, which is helpful when you want to show portions of your screen and incorporate them as graphics into your class.

PowerPoint—PowerPoint allows you to incorporate colorful slide presentations into your instruction. The slides can be saved as web pages and uploaded to a server to be visible to students as part of your online class.

Impatica—This is a program that allows you to narrate your PowerPoint slides and present them online.

Browser Issues—The way your course looks MAY be different depending on what web browser a student views it with (Netscape, Microsoft Internet Explorer, AOL)

PDF files—PDF stands for “Portable Document File” and are created through a program called **Adobe Acrobat**. Essentially, they allow your students to view documents without needing the software in which the documents were created. To view these files, students must first have access to **Acrobat Reader** which is a free download.

E-mail—E-mail is an integral part to online courses for communicating with your students. Some faculty choose to use their CLC e-mail accounts and filter e-mails from their online students into special folders. Others may choose to open separate free e-mail accounts (through Yahoo or Hotmail). Blackboard also has a feature where faculty members can e-mail their students as a whole, individually, or in groups.

File Transfer—If you have web pages already developed, or PowerPoint slides that you have saved as web pages, you will need to transfer those files via FTP to a server for them to be linked within Blackboard.

CLC Online Server—This is a server hosted by Educational Technology and housed in the Teaching and Learning Center. Its purpose is strictly for storing educational related files. If you have a web page, PowerPoint slides, or other course related information that you would like to put on this server, contact Scott Rial or Russ Pearson to set up an account.

Instant Messaging—Some faculty have begun using Instant Messaging software such as MSN Messenger, AOL Instant Messenger, or Yahoo Messenger to communicate with students. If students have an instant messenger program on their computer and they add you to a list of contacts, they will be able to see when you are online and can send real-time messages to you if they have questions.

OTHER AREAS TO CONSIDER

Assessment

The quality of online courses is an issue of great importance. Faculty designing the delivery of courses should ensure that there are adequate opportunities of frequent interaction with students. Course design should include collaboration among students. Students need prompt feedback on their assignments. Each module of a course should require students to engage in analysis and synthesis.

Effective Fall 2003, a student rating of online instruction will be implemented across divisions in a manner consistent with other forms of student ratings of instruction. The faculty and Deans will have opportunities to review the results.

Expectations of student learning outcomes in online classes are no different than in face-to-face classes. Many faculty utilize the Testing Center to minimize cheating. Others use timed exams or supplement quizzes with essay portions.

Intellectual Property

Any online courses developed by faculty members through release time or stipend will be jointly owned by the College and the faculty member. Neither the college or faculty may sell, lease, transfer or assign any interest to them without the written consent of the other party. (Faculty Contract, Article 34 – 2001-2004.)

ADA

College of Lake County makes every effort to comply with standards of the American Disabilities Act (ADA). At a bare minimum, descriptive text should be available wherever graphics are included on your website. For assistance with making your course ADA compliant, contact Russ Pearson.

Russ Pearson (847) 543-2656

Copyright Issues

Basic Copyright and Fair Use

The United States operates under a copyright law passed in 1976. (www.lcweb.loc.gov/copyright) Under section 107 of that law, educators (and journalists) are given special exemptions from the law under the Fair Use Doctrine. (<http://fairuse.stanford.edu>) Within limits, educators may use copyrighted works without first obtaining permission of the copyright holder. Four criteria are listed for determining whether copyrighted materials have been used legally under this doctrine. (1) Purpose and character of the use; (2) Nature of the materials used; (3) Amount and importance of the part used; and (4) Effect on the market of the use.

For more information on Fair Use: (www.cetus.org/fairindex.html) This site will give illustrations of the amounts of a copyrighted work that may be used under the Fair Use Doctrine.

Copyright and Online Instruction

In November 2002, the US Congress passed the Technology, Education and Copyright Harmonization Act (TEACH Act). Although guidelines will be formulated over the next two years, it is important for online instructors to become familiar with the law as they develop classes. (www.ala.org/washoff/teach.html) The TEACH Act expands the Fair Use Doctrine to cover distance education. In general, the exemptions given for face-to-face instruction now apply in an online environment. Although more prescriptive guidelines will be developed over the next two years, instructors should begin using the law to enhance online instruction. How educators interpret and apply the law will have a significant role in guideline development.

Obtaining Copyright Permission

While the Fair Use Doctrine in current copyright law enables educators to use copyrighted materials without first seeking permission, it is also legal to use any materials where permission has been obtained.

- The Copyright Clearance Center (www.copyright.com) will, for a fee, obtain permission for educators.
- The Copyright Management Center at Indiana University/Purdue University (www.iupui.edu/~copyinfo/home.html) gives excellent information on how to seek copyright permissions.
- The US Copyright Office (www.lcweb.loc.gov/copyright) allows one to search a database for copyright ownership.

Getting Copyright

The Library of Congress website (www.loc.gov/copyright) has information on registering a work for copyright. Whether or not a work is registered, educators should post a copyright notice on their works. Such a notice reminds students and others of the importance of copyright. Academic and intellectual piracy can be at least be deterred with clearly posted notices.

More Information

The College of Lake County Library has several books on copyright law and education.

- Besenjak, Cheryl. Copyright Plain and Simple. Career Press, 1997.
- Guidelines for Educational Use of Copyrighted Materials. Washington State University Press, 1997. Peggy Hoon, editor
- McCord Hoffmann, Gretchen. Copyright in Cyberspace. Neal-Schuman Publishers, 2001.
- Talab, R.S. Commonsense Copyright. McFarland & Co., 1999

For further information, or if you have specific questions, call or e-mail Connie Bakker, Dean/Learning Resources.

Connie Bakker (847) 543-2464

ORGANIZING YOUR ONLINE COURSE

The following are suggestions on things to consider when organizing your online course:

Before the Term Begins

- Schedule time to develop your course
- Obtain a Blackboard account
- Attend training on Blackboard and other online teaching/learning topics
- Order textbooks and any course materials
- Market your course to any desired audiences
- Familiarize yourself with support resources for online students (counseling, tutoring, bookstore, registration, library services, etc.) and promote these in your class
- Compose a welcome letter for your online students
- Manually add your students to your Blackboard class
- Arrange a student orientation (on campus or online)
- Fill out the **Online Course Information** form (see Appendix D) so that information on your course appears on the CLC Online website. NOTE: It is important to keep this up-to-date! Contact Scott Rial (543-2652) if you do not have access to this form.

During the Term

- Provide a discussion forum for introductions so that students can establish rapport with other online students
- Provide discussion forums for questions and casual chat as well as course content
- Maintain a class roster so that emails can be sent in bulk to students
- Arrange for any on-campus testing
- Compose Frequently Asked Questions (FAQ) lists so that if students begin to ask questions you can direct them to one place for the answers
- Conduct surveys throughout the semester to get feedback on the students' experience with the online method of delivery
- Have students fill out the "Student Rating of Online Instruction"
- Communicate regularly with students

Course Management

Checklist

- ❑ Welcome Letter
- ❑ Welcome announcement (first day of class)
 - Make sure you tell students where they can find information such as grades, due dates, content, etc.
- ❑ Link to your syllabus
 - If your syllabus is long, break it into segments (i.e. one folder for course objectives, one folder for grading policies, one folder for due dates, etc.)
- ❑ Course calendar
 - Use this if you'd like to post due dates/exam dates in a calendar format
- ❑ Online gradebook
 - It is a good idea to set this up ahead of time. When you develop online quizzes, they are automatically added to the gradebook as an item. Every other item must be manually added.
- ❑ E-mail
 - Some faculty members like to establish separate external email accounts to use with their online classes instead of using their CLC accounts. This will help keep your course email separate from your work email. If you only want to use one email account, consider creating folders for your online student communication.
- ❑ Online resources
 - Plan ahead of time what external websites you might want to have your students visit and include these in a list with descriptions of them

TIPS

- Due Dates

The purpose of an online course is to allow flexibility in the student's schedule as far as when they complete coursework. Due dates important so they can schedule time accordingly.

- ✓ Spread out assignments in an even manner so not everything is due at once.
 - ✓ Be consistent with the day of the week things are due.
 - ✓ Make sure you are clear about how strict you will be with due dates
 - ✓ Be aware that the time stamp on e-mail not always accurate. Avoid midnight as due date as some people think of 12:00a.m. as first thing in the morning *or* last thing at night.
- Setting Boundaries for yourself and your students

It is very easy to spend a great deal of extra time on your online course. Make sure and schedule your own blocks of time to tend to your course and keep to that schedule. Additionally, it is a good idea to set boundaries for your students on how soon you will respond to questions, make grades available, etc.

- Help prepare students for online learning

Online students often perceive online courses as being “easier” since they are not coming to a physical location for class. **This is not true!** Here are some things to help students with their online course experience:

- ✓ Provide guidelines on what technological requirement they need for your course
- ✓ Make sure students know where to go for help
- ✓ Refer students to Week Zero
- ✓ Reinforce to students the differences in learning online (esp about time involved and extensiveness of reading and writing)
- ✓ Be explicit about how much a student should post and what makes a good post
- ✓ Clarify your expectation and provide guidelines for participation
- ✓ Conduct feedback surveys throughout the semester
- ✓ Use announcements to post reminders to keep students up to date with material
- ✓ Explain your time-frame for answering e-mails
- ✓ Emphasize courtesy to fellow students
- ✓ Chunk syllabus into segments, organized by week
- ✓ Give credit for participating in online discussions
- ✓ Remind students frequently of due dates
- ✓ Remind students to back up their work
- ✓ Make sure screen color combinations are legible

APPENDICES

[Appendix A: Helpful Websites](#)

[Appendix B: Blackboard Control Panel](#)

[Appendix C: NEA Quality Indicators](#)

[Appendix D: Info for CLC Online Course information](#)

Appendix A: Helpful Websites

World Lecture Hall

<http://www.utexas.edu/world/lecture/>

See what other faculty across the world have done with their online classes. It is helpful to review some of these to get ideas before designing your own course.

Kentucky Virtual University Course Development Resource

http://www.kyvu.org/partners/quality_audit_1-23-01_screen.pdf

This document can be used as a checklist for things to consider in your online class. A very good site for keeping track of information to include.

Illinois Online Network

<http://www.ion.uillinois.edu>

Links to presentations, resources and research regarding online course instruction. Also links to online faculty development and training courses.

ILCCO Learning Academy

<http://www.ilccolearningacademy.org>

Links to faculty development and training about teaching online.

Illinois Virtual Campus

<http://www.ivc.illinois.edu/>

A listing of online courses and programs at higher education institutions throughout the state of Illinois. Includes links to resources for faculty.

Appendix B: Blackboard Control Panel

CONTROL PANEL



ANNOUNCEMENTS

Announcements post timely information critical to course success. The instructor can add, modify and remove announcements from the Announcement page.

This is an ideal place to post time-sensitive material such as:

- When assignments are due
- Changes in the syllabus
- Corrections/clarifications of materials
- Exam schedules

COURSE INFORMATION

Course information displays descriptive materials about the course. The Course Information page is used to add and modify information such as course syllabus and course objectives. This page may also be used to create new folders.

Folders are helpful for grouping information together. For example, the course syllabus and course objective may be considered like information and grouped together in a folder called “First Week of Class”

STAFF INFORMATION

Staff information provides background and contact information on course instructors. This page gives users a resource to look up names, email addresses, office hours and photographs.

COURSE DOCUMENTS

Course Documents can be used to organize learning materials and lesson aids. The instructor can add, modify and remove Course Document files and folders from the Course Documents page.

ASSIGNMENTS

Assignments lists the due date and description for class work. The instructor posts assignments and can modify the task and due date from the Assignments page.

BOOKS

Instructors post content including recommended reading lists and items relating to articles of literature. The Books area may also be renamed and used to organize other course material.

EXTERNAL LINKS

The External Links area connects course users to outside learning materials. Instructors select outside materials and post a hyperlink and brief description for each external source. This feature provides a page to reference useful websites in a course. This can be used to guide students on virtual field trips to websites containing relevant information, research, reports, and data.

COURSE CALENDAR

Instructors can use the calendar to indicate important course related events. The dates and events that appear on the Calendar are for all students registered in a specific course. Suggested items to include in the calendar:

- Section meetings
- Assignments due
- Exams
- Guest speakers

TASKS

The Tasks page organizes projects, defines task priority, and tracks task status. A user can create tasks and post them to the Tasks page.

SEND EMAIL

Instructors can send email to all of their students at once using this feature, as well as certain selected groups or individual students.

DISCUSSION BOARD FORUM

This is the area where instructors and students can participate in asynchronous chat. Instructors can choose to create forums so that only they can post (such as directions), or so that students can post. Discussion boards are an invaluable part of communication in an online course. They can be used from the very beginning to allow students to introduce themselves to each other, as well as to ask questions on various topics, participate in reflection activities, answer questions related to what they've read, or simply converse with each other casually.

VIRTUAL CLASSROOM

The Virtual Classroom is an area where instructors and students can chat with each other in real time. The instructor has the capability of only allowing students to speak at a time if they so wish. Typically, this area is used more for office hour type question/answer forums, although faculty also use it for review questions and for guest speakers. Chatroom discussions can be archived for future viewing. A whiteboard for presentations and drawing is also available in this area.

DIGITAL DROP BOX

This is a tool that instructors and students can use to exchange files, most typically submission of homework. It is an alternative that can be used to attaching files on email.

COURSE SETTINGS

In this area, an instructor can change information about the course, what buttons they'd like to appear on the course website (as well as how they are titled, and what areas within them are enabled), and how long they would like course information to be available to students.

COURSE UTILITIES

Course utilities allow instructors to recycle and archive a course. Recycling a course removes grades and allows a course to be given to a new group of students.

COURSE IMAGES

Here is where instructors can set the appearance of the course. This includes changing the color and style of the buttons, and adding a banner to a course website.

RESOURCES

BlackBoard offers a Resource Center, which serves as a customizable website of educational resources.

COURSE MARKETING

A tool allowing you to market your online course to specific target audiences.

ADD USERS

Faculty are expected to add their own students to their online courses. They can either create new users or add existing users. If you are teaching a BlackBoard course, the exact procedures for enrolling students will be emailed to you before the start of class.

LIST/MODIFY USERS

Use this area to show a list of who is currently enrolled in your class. You can then modify information for them as necessary.

REMOVE USERS

This allows you to remove specific users from your list. These users cannot be restored to the course.

MANAGE GROUPS

Here is where you can create, remove, and modify groups of students for group projects and activities. The instructor can give groups specific functions within the discussion board, virtual classroom, file exchange, and email areas.

ASSESSMENT MANAGER

Within this area, instructors can create and organize quizzes, exams, and surveys that can be graded and recorded in the online gradebook. Assessment question types include: multiple choice, true/false, fill in the blank, multiple answer, matching, ordering, and short answer/essay. Surveys are like quizzes/exams but are given anonymously.

POOL MANAGER

Pool manager allows instructors to store questions for repeated use. Functions include adding, modifying, importing, exporting, searching, and removing pools of questions.

ONLINE GRADEBOOK

The online gradebook lets you see all student grades associated with assessments. You can see how individual students performed on assessments. You can look for specific assessment items and view statistics and user scores. The gradebook can also be viewed in a spreadsheet format.

COURSE STATISTICS

This area allows faculty to generate reports on a course's usage and activity to help determine how and when the course is being accessed and by whom. Instructors can view students specific usage as well. Information is reported textually and graphically.

Appendix C: NEA Quality Indicators



NEA and BLACKBOARD INC. Study Finds 24 Measures of Quality In Internet-based Distance Learning

"Quality On The Line" study released at Blackboard Summit

CONTACT: Frances Lucivero Becky Fleischauer
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WASHINGTON, D.C., March 21, 2000 - The National Education Association (NEA) and Blackboard Inc. today unveiled an important, research-driven list of quality benchmarks for distance learning in higher education. The list of 24 quality measures is the centerpiece of "Quality On the Line" -- an Institute for Higher Education Policy study commissioned by NEA and Blackboard Inc.

With the growth worldwide of teaching and learning on the Internet, attention is being paid to the nature and quality of online higher education. Speaking before an international forum of higher education policymakers convened for the Blackboard Summit 2000, NEA President Bob Chase and Blackboard Inc. Chairman Matthew Pittinsky [previewed the findings](#) of the study and declared the 24 benchmarks essential to ensuring excellence in Internet-based learning.

"The distance from faculty to student must be measured in results achieved for our students," said Chase. "The benchmarks identified in this study are important guideposts as our nation navigates the future of online higher education."

Pittinsky said, "The quality of the education we provide for students is the driving force behind the way teaching and learning takes place. The benchmarks identified in the NEA-Blackboard study will be invaluable to colleges and universities around the world for years to come as they keep their focus on quality while working to create and improve their Internet-based teaching and learning environments."

To formulate the benchmarks, the report identified first-hand, practical strategies being used by U.S. colleges considered to be leaders in online distance education. The benchmarks distilled from this study are divided into seven categories of quality measures currently in use on campuses around the nation.

Many are common sense, but the study validates their importance. The categories and benchmarks include:

Institutional Support Benchmarks

1. A documented technology plan that includes electronic security measures to ensure both quality standards and the integrity and validity of information.
2. The reliability of the technology delivery system is as fail-safe as possible
3. A centralized system provides support for building and maintaining the distance education infrastructure.

Course Development Benchmarks

4. Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes - not the availability of existing technology - determine the technology being used to deliver course content.
5. Instructional materials are reviewed periodically to ensure they meet program standards.
6. Courses are designed to require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements.

Teaching/Learning Benchmarks

7. Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail.
8. Feedback to student assignments and questions is constructive and provided in a timely manner.
9. Students are instructed in the proper methods of effective research, including assessment of the validity of resources.

Course Structure Benchmarks

10. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn at a distance and if they have access to the minimal technology required by the course design.
11. Students are provided with supplemental course information that outlines course objectives, concepts, and ideas, and learning outcomes for each course are summarized in a clearly written, straightforward statement.
12. Students have access to sufficient library resources that may include a "virtual library" accessible through the World Wide Web.

13. Faculty and students agree upon expectations regarding times for student assignment completion and faculty response.

Student Support Benchmarks

14. Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
15. Students are provided with hands-on training and information to aid them in securing material through electronic databases, inter-library loans, government archives, news services, and other sources.
16. Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff.
17. Questions directed to student service personnel are answered accurately and quickly, with a structured system in place to address student complaints.

Faculty Support Benchmarks

18. Technical assistance in course development is available to faculty, who are encouraged to use it.
19. Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.
20. Instructor training and assistance, including peer mentoring, continues through the progression of the online course.
21. Faculty members are provided with written resources to deal with issues arising from student use of electronically-accessed data.

Evaluation and Assessment Benchmarks

22. The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.
23. Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
24. Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.

About the NEA

The National Education Association (NEA) is the nation's largest professional association of higher education faculty. NEA is also the nation's largest employee organization, representing nearly 2.5 million elementary and secondary teachers, higher education faculty, education support personnel, school administrators,

retired educators, and students preparing to become teachers. For more information visit www.nea.org.

About Blackboard Inc.

Blackboard is a leading online education company. Its software products and Web services reach 3,000 colleges, universities, K-12 schools and other organizations in every state and in more than 70 countries. More than 2.1 million people worldwide teach and learn in online education environments powered by Blackboard. Blackboard education partners include Academic Systems Corp., Archipelago, HorizonLive.com, Houghton Mifflin, KPMG LLP, Learnware, Microsoft, NextEd, Norton Publishing, Oracle, Pearson Inc., PeopleSoft, Sun Microsystems, Sylvan Learning Systems and The TLT Group. Additional information about Blackboard can be found at <http://www.blackboard.com>

About The Institute for Higher Education Policy

The Institute for Higher Education Policy is a non-profit, non-partisan organization whose mission is to foster access to and quality in postsecondary education. The Institute's activities are designed to promote innovative solutions for the important and complex issues facing higher education. Recent reports include: [*What's the Difference: A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education*](#); [*The Tuition Puzzle: Putting the Pieces Together*](#), and [*Assuring Quality in Distance Learning*](#). Additional Information about the Institute can be found at <http://www.ihep.com>

Appendix D: Info for CLC Online Course information

Course Requirements for: ACC121-801 - Financial Accounting

Does your course offer any kind of orientation?

[Online or In-Person orientation to online course, etc.]

If Yes, please describe and note if it is a required orientation or not:

Does your course require any visits to campus?

[For tests, labs, orientation, etc.]

If Yes, what kind of tasks require a campus visit and how often?

Does your course require/recommend students to have access to any specific software?

If Yes, what kind of software is required/recommended?

Course Comments/Description/Types of Assignments:
[Please include any other information you want students to know about your course before they register, such as types of assignments, number of exams, estimated time commitments, etc. We have included some general comments about being an online student. You are welcome to add to these or delete them. You can also use this area to link to your syllabus.]

This course is for you if you...

- can discipline yourself to study independently
- have several hours on a weekly basis to read the text and research course assignments
- can work without regular classroom contact with your instructor
- cannot attend a regularly scheduled class

My Addresses, ID's, and Passwords

To get to Blackboard: <http://bb.clconline.edu/>

My Blackboard ID

	First Time Users	After Changing Password
Username:	Your Username is your 6-digit faculty ID. It is in the format SOC999.	The Username does not change.
Password:	For a full-time instructor, the initial password is the last four digits of your phone number. Other users will be assigned a password when the account is created.	Please remember your changed password.

My Students' Blackboard ID

	First Time Users	After Changing Password
Username:	Your Username is your entire 7-digit CLC Student ID.	The Username does not change.
Password:	Your password contains a capital "W" plus your birthday in "MMDDYY" format. If your birthday was May 24, 1984, your password would be "W052484"	You should use your password from the previous semester. If you have forgotten your password, you will need to contact one of the following to get your password reset. Scott Rial (847) 543-2652 Russ Pearson (847) 543-2656 If you have not used Blackboard for several semesters, your password may have been reset. Please try logging on as a new user.

File Transfer Protocol (FTP) Access

You may have access to a web space where you can make files available over the Internet. The address and ID will be assigned to you, and you need to remember them.

The URL for my FTP site is:	
My ID:	

IMPORTANT PHONE NUMBERS AND WEBSITES

CLC Online Website

<http://clconline.clcillinois.edu>

CLC Blackboard Website

<http://clc.blackboard.com>

For questions regarding online students and counseling:

Kris Dahl kdahl@clcillinois.edu (847) 543-2353

For online course development training, design assistance and resources:

Page Wolf pwolf@clcillinois.edu (847) 543-2446

For Blackboard account setup and technology assistance:

Russ Pearson rpearson@clcillinois.edu (847) 543-2656

Scott Rial srial@clcillinois.edu (847)543-2652

For administrative questions about online course development:

Connie Bakker cbakker@clcillinois.edu (847)543-2464