SUL ROSS STATE UNIVERSITY
ACADEMIC TECHNOLOGY ORIENTATION

LOCATION
BAB 104

FOR MORE INFORMATION CONTACT: tim.parsons@sulross.edu; 432-837-8525
For Blackboard support check the Blackboard log in page:

BLACKBOARD

Blackboard Login

STUDENTS:
- Find my username (LoboID) and password
- Which browsers are supported by Blackboard?
- If you have forgotten your password, go to LORO PASS and login using your Banner A number/PIN.
- Student Blackboard Orientation
- Distance Education Handbook

FACULTY:
How to:
- Find my username (LoboID) and password
- Course Copy to a new semester
- Open your course for students

Resources:
- Academic Technology Orientation
- New features from the latest update
- Faculty Resources
- SRSU Course Design Guidelines
- Build a Custom Workshop

BLACKBOARD HELP
Mon-Fri 8:00 am - 8:00 pm
Tim Person:
tim.persons@sunmua.edu
432-837-8285
Estela Vega:
estela.vega@sunmua.edu
432-837-8247
The Distance Education rooms are:

ACR 204; ACR 206;
WSB 101; WSB107; WSB 321;
MAB 205; MAB 208

If you can’t reach a specific person or have any other technology questions or problems contact the Lobo Technology Assistance Center (LTAC).

LTAC is located on the 1st floor of the Academic Resource Center (ACR 105).

Phone: 432-837-8888 (x8888)
Toll Free number: 1-888-837-2882
Email: techassist@sulross.edu
Hours of Operation:
Monday - Friday 8:00am to 5:00pm

The Library also offers course technology support. You can contact Betsy Evans, Education and Outreach Librarian, betsy.evans@sulross.edu at (432) 837-8312
### Course Overview
- Contact information for the instructor is easy to find and includes multiple forms of communication (e.g., email, phone, chat).
- Expected response time for email replies is included.
- The course grading policy is stated clearly.
- The Instructor's methods of collecting and returning work are clearly explained.
- A statement of appropriate behavior in the course is included.

### Course Goals and Student Learning Outcomes (SLOs)
- Goals and SLOs are easily located within the course.
- Goals and SLOs are written in measurable outcomes. (Students know what they are expected to be able to do.)
- Goals and outcomes are made available in a variety of areas in the course. (Within the syllabus and each individual learning unit.)

### Course Content
- Instructional materials contribute to the achievement of the stated program/course/unit learning outcomes and can include such things as overviews, demonstration or information, practice or exploration, and assessment.
- Course design allows for a variety of ways for students to gain knowledge, demonstrate knowledge, and interact.
- Content is "chunked" in manageable segments. (Units or modules.)

### Course Interaction
- Guidelines explaining required levels of participation are provided. (e.g., quantity of interactions)
- Expectations regarding the quality of communications are clearly defined. (e.g., explanations or examples of what constitutes a "good" answer, a grading rubric, or equivalent grading document.)

### Assessments
- The assessments measure the stated learning outcomes. Multiple types of assessments are used. (research project, objective test, discussions, self-assessments, etc.)
- Feedback is meaningful and constructive.
- Assessment activities occur throughout the duration of the course.

### Learner Support
- Course instructions articulate or link to a clear description of the technical support and student support services offered and how to obtain them.
- **Faculty have an awareness of** ADA Compliance issues and strategies.*

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- Blackboard Course Design Rubric
  [https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)
  *https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design

The following were referenced during the development of this rubric:
Online Course Development

Online Teaching Strategies

- Quality Matters Rubric
- Backward Design Model
- Syllabus
- Resources available (Magna Commons/Sloan-C)
- Re-conceptualizing face-to-face teaching to the online environment

Basic Blackboard 9 Help

- Control Panel
- Customizing the Course Menu
- Creating/Editing content using the contextual menus
- Course Style Options

Blackboard Tools

- Announcements
- Communication Tools, (Discussion Boards, Blogs, Journals & Wikis)
- Assignments & Safe Assign
- Tests, Surveys and Pools
- Grade Center & My Grades

Supporting Students

- Start Here Link
- Distance Education Handbook
- Practice Activities
The Development Process
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<tr>
<td>Introduction</td>
<td>3</td>
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<td>Learning Objectives</td>
<td>5</td>
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<td>Competencies</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and Measurement</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>Course Activities and Learner Interaction</td>
<td>3</td>
</tr>
<tr>
<td>Course Technology</td>
<td>3</td>
</tr>
<tr>
<td>Learner Support</td>
<td>3</td>
</tr>
<tr>
<td>Accessibility and Usability</td>
<td>3</td>
</tr>
</tbody>
</table>

**QM Standards from the QM Higher Education Rubric, Fifth Edition**

For more information or access to the full QM Rubric, visit [www.qualitymatters.org](http://www.qualitymatters.org) or email info@qualitymatters.org.

© 2014 Waveland Press, Inc. All rights reserved. This document may not be copied or duplicated without written permission of Quality Matters. Standards from the QM Higher Education Rubric, Fifth Edition 2015.
<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Outcomes</strong></td>
<td>A. Learning outcomes (competencies) are clearly stated.</td>
<td>Competencies do not convey the intended outcomes of the learning experience in clear terms.</td>
<td>All competencies are clearly stated, yet all of the competencies do not use action verbs to describe what the learner will be able to do, for example, they use non-action verbs such as understand, know, or learn.</td>
</tr>
<tr>
<td>B. Learning outcomes (competencies) are observable, measurable and achievable.</td>
<td>Competencies are neither observable nor measurable.</td>
<td>All competencies are observable and measurable by the instructor; however, some competencies could be improved upon to better communicate to the student the process or product to be observed and measured.</td>
<td>All competencies are observable – the instructor and learner will be able to see a product and/or process upon completion of the learning experience; all competencies are measurable - the instructor is able to measure the quality of the product or process.</td>
</tr>
<tr>
<td><strong>2. Assessment</strong></td>
<td>A. Assessment methods are appropriate to the outcomes, activities and technologies.</td>
<td>Assessment methods are designed to reflect the stated course outcomes, but do not correlate well with learning activities.</td>
<td>Assessment methods are designed to include the appropriate measurements for those competencies stated in course outcomes, to reinforce the learning activities and are considerate of the available technologies. Rubrics are included to communicate expectations to the students and provide an opportunity for the students to reflect on their work.</td>
</tr>
<tr>
<td>B. Policies and procedures ensure the integrity of the student's work.</td>
<td>Policies and procedures are in place in the course site, are easily located, but lack clarity</td>
<td>Policies and procedures are in place in the LMS, are easily located, and provide clarity to the reader regarding their responsibility.</td>
<td>Policies and procedures are in place in the course site, are easily located, provide clarity to the reader regarding their responsibility, and reflect the institution’s policies to ensure the integrity of students’ work.</td>
</tr>
<tr>
<td>C. Course utilizes a variety of assessment methods.</td>
<td>Course depends on single-mode quizzes (such as multiple choice) for more than 50% of the students’ grades.</td>
<td>Course utilizes a wide variety of testing options available in the LMS. Discussion, written work, and research are all part of the assessment.</td>
<td>Course utilizes a wide variety of testing options available in the LMS. Discussion, written work, and research are all part of the assessment. The course also employs assessed peer review and interaction, group projects.</td>
</tr>
<tr>
<td><strong>3. Instruction</strong></td>
<td>A. Course interaction requirements are clearly stated.</td>
<td>Course requirements state that students are required to interact within a designated timeframe.</td>
<td>Course requirements state that students are required to interact within a designated timeframe, how the interaction will take place (what tools will be used for the interaction)</td>
</tr>
<tr>
<td>B. A variety of opportunities are provided for interaction between instructor-student,</td>
<td>Learning activities are in place to support student to content interaction, and it is suggested that students interact with each other</td>
<td>Learning activities are developed that support instructor to student interaction, (instructor participates in discussion with students via a</td>
<td>Learning activities support instructor to student interaction, student-to-content and student-to-student interaction is supported, where appropriate, and required as part of the course.</td>
</tr>
<tr>
<td><strong>A. Technologies employed are appropriate for the course outcomes.</strong></td>
<td>Only the LMS (e.g. Blackboard) is identified as the course technology using this as a one-size fits all model.</td>
<td>The LMS is identified as part of a plan which will utilize other technologies at hand to achieve the learning required by the course outcomes. There is no specific technology tied to a specific outcome.</td>
<td>A variety of technologies are evident for the specific course outcomes. In addition to the LMS, course cartridges, . portable document format (.pdf), PowerPoint, Realaudio, QuickTime, Flash, or other plug-ins are identified. This information is imparted to the student in the syllabus. There are opportunities to discuss the use of these technologies as they specifically relate to the various outcomes of the course.</td>
</tr>
<tr>
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<tr>
<td><strong>B. Student minimum technology requirements are accurately and clearly stated.</strong></td>
<td>The syllabus indicates the student technology requirements in a broad sense.</td>
<td>The syllabus indicates the minimum student requirements for technology and offers assistance with technology questions (helpdesk info, FAQs, or discussion area for tech issues).</td>
<td>The syllabus indicates the minimum student requirements for technology and offers assistance with technology questions (helpdesk info, FAQs, or discussion area for tech issues). The course assesses student tech orientation materials (Week Zero quiz) and includes contingency plans for technology failure.</td>
</tr>
<tr>
<td><strong>C. Course instructions and definitions are clear.</strong></td>
<td>Syllabus is in place in the course site, is easily located, and provides the minimum course information.</td>
<td>Syllabus is in place in the course site, is easily located, and provides contact information, the instructor’s teaching philosophy.</td>
<td>The syllabus clearly shows specific course requirements such as time commitments to assignments, hardware and software requirement, exam dates, assignment deadlines, late policies, grading scale / procedure, testing criteria, etc.</td>
</tr>
<tr>
<td><strong>D. Course is clearly organized.</strong></td>
<td>Lessons/modules have an organized format and include some basic events: e.g. objectives, information, and assessment.</td>
<td>Course is nearly complete and includes most or all elements in most or all lessons.</td>
<td>Course is complete and includes, for each lesson: objectives, overview, demonstration or information, practice or exploration, and assessment.</td>
</tr>
<tr>
<td><strong>E. Course resources are in accordance with the Americans with Disabilities Act.</strong></td>
<td>Course resources have not been tested to be in compliance with ADA.</td>
<td>Course resources have been tested against text-based and voice-command software and discrepancies identified and fixes implemented to correct for most of these.</td>
<td>Course resources are fully in accordance with the ADA and are fully accessible to all students. Instructions are available on the site instructing those with disabilities on how to access all course resources.</td>
</tr>
</tbody>
</table>
Exemplary Course Program Rubric
The Blackboard Exemplary Course Program

The Exemplary Course Program recognizes instructors and course designers whose courses demonstrate best practices in four major areas: Course Design, Interaction & Collaboration, Assessment, and Learner Support. Submitted courses are evaluated by a peer group of Blackboard clients using the Exemplary Course Program Rubric. For more information about the Exemplary Course Program and to download a copy of the rubric, please visit blackboard.com/ECP or email us at ecp@blackboard.com.

Weights and Values in the Exemplary Course Program Rubric

The Exemplary Course Program Rubric uses weighting values and numerical scores. For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), a weighting value (from .5 to 3) has been assigned to indicate the relative importance of that sub-category. You will see the weighting value in parentheses next to each sub-category title. For example, the first sub-category for Course Design says Goals and Objectives (x3).

Exemplary Course Program submitters and reviewers assign a numeric score (from 0-6) for each sub-category within the major sections (Course Design, Interaction and Collaboration, Assessment, and Learner Support). The numeric scores align with the levels of mastery as follows: Exemplary (5-6), Accomplished (3-4), Promising (2), Incomplete (1), Not Evident (0).

How to apply the scoring - It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is enhanced with visual and auditory elements,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Exemplary and 3 for Accomplished) should be used in cases where most, but not all, of the items in the sub-category are strong.

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We encourage sharing, reuse, and remix of these materials, in whole or in part, with attribution, for non-commercial purposes.
Course Design addresses elements of instructional design. For the purpose of this rubric, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
<th>Exemplary 5-6</th>
<th>Accomplished 3-4</th>
<th>Promising 2</th>
<th>Incomplete 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives (x3)</td>
<td>Goals and objectives are easily located within the course Goals and objectives are clearly written at the appropriate level and reflect desired outcomes Goals and objectives are written in measurable outcomes (students know what they are expected to be able to do) Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)</td>
<td>Goals and objectives are located within the course syllabus or the individual learning units Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes Students have some understanding of what is expected of them</td>
<td>Goals and objectives are not easily located within the course Goals and objectives are not clearly written in measurable learning outcomes Students may be unsure of what they are expected to be able to do The level does not match the desired learning outcomes</td>
<td>Goals and objectives are not easily located within the course Some are missing and others poorly written The level does not match the desired learning outcomes</td>
</tr>
<tr>
<td>Content Presentation (x3)</td>
<td>Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules) Navigation is intuitive Content flows in a logical progression Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources) Content is enhanced with visual and auditory elements; supplementary resources are made available and are well integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.)</td>
<td>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules) Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content Content is presented using a variety of mechanisms (content modules, single pages, links to external resources) Visual and/or auditory elements occasionally enhance the content; supplementary resources are made available</td>
<td>Some content segments are overly large (or possibly too small) for the specified objectives Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined Content presentation does not use a variety of mechanisms Few or no visual and/or auditory elements are used to enhance the content Supplementary resources may be made available</td>
<td>Content is not “chunked” into manageable segments Navigation is not intuitive and the flow of content is unclear Content presentation does not use a variety of mechanisms No visual or auditory elements are used to enhance the content Supplementary resources are not made available</td>
</tr>
</tbody>
</table>

If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the "Not Evident" level of mastery.
## Course Design (page 2 of 2)

<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
<th>Exemplary 5-6</th>
<th>Accomplished 3-4</th>
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<th>Incomplete 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Engagement (x2)</strong></td>
<td>It is clear how the instructional strategies will enable students to reach course goals and objectives. Course design includes guidance for learners to work with content in meaningful ways. Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models. Individualized instruction, remedial activities, or resources for advanced learning activities, such as integrated publisher resources, are provided.</td>
<td>Instructional strategies are designed to help students reach course goals and objectives, although this relationship may not be obvious to learners. Guidance is provided, but could be improved with greater detail or depth. Higher order thinking is required for some activities but is not well-explained or supported (e.g., by providing examples of “good answers”). Differentiated instruction (such as remediation) may be available on a limited basis.</td>
<td>It is not clear how the instructional strategies will help learners achieve course goals and objectives. Guidance in using content materials may only be provided on a limited basis. Higher order thinking is not required or encouraged. Differentiated instructional opportunities are not provided, although there may be supplementary content resources available.</td>
<td>Instructional strategies do not provide students with skills needed to achieve course goals and objectives. Content is provided but it is not clear what students are expected to do with it. Higher order thinking is not expected from students. No supplementary resources or activities are provided for remediation or advanced study.</td>
</tr>
<tr>
<td><strong>Technology Use (x1)</strong></td>
<td>Tools available within the LMS are used to facilitate learning by engaging students with course content. LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials). Technologies are used creatively in ways that transcend traditional, teacher-centered instruction. A wide variety of delivery media are incorporated into the course. An effort has been made to use low-cost or no-cost materials when available.</td>
<td>Tools available within the LMS could be utilized more (or more creatively) to engage learners with course content. LMS tools are made available to assist students, but could be organized or arranged for even greater usefulness. Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction. There is some variety in the tools used to deliver instruction.</td>
<td>Tools available within the LMS are not used to their full extent or not used when it would be appropriate to do so. Only a few tools (of those available within the LMS) are used in a way that streamlines access to materials and activities for students. Technologies within the LMS are used primarily by instructors and not students (“students as recipients of content” model). There is little variety in use of technologies within the LMS.</td>
<td>Technologies used within the LMS do not engage students with learning. Tools that could reduce the labor-intensity of online learning are not utilized. Students are not expected to use technologies available within the LMS. Only a few technologies available within the LMS are used.</td>
</tr>
</tbody>
</table>

*If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the “Not Evident” level of mastery.*
Interaction and Collaboration

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together.

<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
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<th>Accomplished 3-4</th>
<th>Promising 2</th>
<th>Incomplete 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Strategies (x3)</td>
<td>There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate</td>
<td>Several communication activities are included to reinforce the desired learning outcomes</td>
<td>Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</td>
<td>Little to no attention has been devoted to communication strategies</td>
</tr>
<tr>
<td></td>
<td>Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives</td>
<td>Asynchronous communications sometimes require reflection or other higher order thinking</td>
<td>Asynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td></td>
<td>Synchronous communication activities benefit from real-time interactions and facilitate “rapid response” communication (e.g., students gain practice discussing course content extemporaneously without looking up basic, declarative information)</td>
<td>Synchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers</td>
<td>Synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</td>
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<tr>
<td>Development of Learning Community (x3)</td>
<td>Communication activities are designed to help build a sense of community among learners</td>
<td>Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind</td>
<td>Effort has been devoted to fostering a sense of community in the course, but only minimally.</td>
<td>Little to no attention has been devoted to building a sense of community in this course.</td>
</tr>
<tr>
<td></td>
<td>Student-to-student interactions are required as part of the course</td>
<td>Some student-to-student interaction is built into the course</td>
<td>More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are encouraged to initiate communication with the instructor</td>
<td>Students interact with the instructor, although primarily as a result of instructor-initiated contact</td>
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<td></td>
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<tr>
<td></td>
<td>Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus - building</td>
<td>Collaboration activities support some team-building skills, but may not purposefully integrate these elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction Logistics (x2)</td>
<td>• Guidelines explaining required levels of participation (e.g., quantity of interactions) are provided</td>
<td>Expectations of student participation in communication activities are given, but would benefit from more detail</td>
<td>Instructor expectations of student interactions are not made clear</td>
<td>Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course</td>
</tr>
<tr>
<td></td>
<td>Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined</td>
<td>Expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples</td>
<td>Little information is provided regarding what constitutes a “good” response or posting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A rubric or equivalent grading document is included to explain how participation will be evaluated</td>
<td>Minimal information may be provided regarding evaluation criteria for communications activities</td>
<td>Students are not given a clear set of criteria for how communications activities will be evaluated</td>
<td></td>
</tr>
</tbody>
</table>

If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the “Not Evident” level of master
Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructors, and/or enable grading or evaluation. This section addresses the quality and type of student assessments within the course.

<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
<th>Exemplary 5-6</th>
<th>Accomplished 3-4</th>
<th>Promising 2</th>
<th>Incomplete 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations (x3)</strong></td>
<td>Assessments match the goals &amp; objectives</td>
<td>Assessments match the goals &amp; objectives</td>
<td>Students are assessed on the</td>
<td>Assessments bear little resemblance to goals &amp; objectives</td>
</tr>
<tr>
<td></td>
<td>Learners are directed to the appropriate objective(s) for each assessment</td>
<td>Rubrics or descriptive criteria for desired outcomes are included for some</td>
<td>topics described in the course</td>
<td>Expectations or grading criteria are not provided</td>
</tr>
<tr>
<td></td>
<td>Rubrics or descriptive criteria for desired outcomes are provided</td>
<td>assessment activities</td>
<td>goals and objectives</td>
<td>Instructions are limited or absent</td>
</tr>
<tr>
<td></td>
<td>Instructions are written clearly and with sufficient detail to ensure</td>
<td>Instructions are written clearly, with some detail included</td>
<td>• There may be some explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding</td>
<td></td>
<td>of how assessments will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>evaluated/graded</td>
<td></td>
</tr>
<tr>
<td>Assessment Design (x3)</td>
<td>• Assessments measure the performance they claim to measure</td>
<td>• Assessment activities have “face validity” (i.e., they appear to match the</td>
<td>• Instructions lack detail that</td>
<td>• Assessment activities lack validity due to bias, lack of clarity in questions or tasks, or</td>
</tr>
<tr>
<td></td>
<td>• Higher order thinking is required (e.g., analysis, problem-solving, etc.)</td>
<td>curriculum)</td>
<td>would help students understand</td>
<td>because students are evaluated on performance unrelated to the stated objectives</td>
</tr>
<tr>
<td></td>
<td>• Assessments are designed to mimic authentic environments to facilitate</td>
<td>• Some activities involve higher order thinking</td>
<td>how to complete the activities</td>
<td>• No higher-order thinking skills are required to complete assessment activities</td>
</tr>
<tr>
<td></td>
<td>transfer</td>
<td>• Assessment activities may focus on tasks similar to real-world application of</td>
<td></td>
<td>• There is little or no evidence of authenticity built into assessments</td>
</tr>
<tr>
<td></td>
<td>• Assessment activities occur frequently throughout the duration of the</td>
<td>skills</td>
<td></td>
<td>• Assessments are too few and far apart for the course content</td>
</tr>
<tr>
<td></td>
<td>course</td>
<td>• Multiple assessments are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple types of assessments are used (research project, objective test,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>discussions, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-assessment (x1)</td>
<td>• Many opportunities for self-assessment are provided;</td>
<td>• Some self-assessment activities are included</td>
<td>• There may be selfassessment</td>
<td>A few self-assessments may be included, but they offer little more feedback than flash cards</td>
</tr>
<tr>
<td></td>
<td>• Self-assessments provide constructive, meaningful feedback</td>
<td>• Self-assessments provide feedback to learners</td>
<td>activities, but they are limited in scope and do not offer useful feedback</td>
<td></td>
</tr>
</tbody>
</table>

If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the “Not Evident” level of mastery.
Learner Support (page 1 of 2)

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Learner support resources address a variety of student services.

<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
<th>Exemplary 5-6</th>
<th>Accomplished 3-4</th>
<th>Promising 2</th>
<th>Incomplete 1</th>
</tr>
</thead>
</table>
| **Orientation to Course and LMS (x.5)** | • Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included  
• Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course  
• Tutorial materials support multiple learning modalities: audio, visual, and text based | • Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included  
• Tutorials may not be easily accessed, or require the learner to leave course without an easy return  
• Tutorial materials support multiple learning modalities: audio, visual, and text based | • Tutorial materials that explain how to navigate the LMS and/or the specific course may be included, but not easily found  
• Materials do not support multiple learning modalities and are text-based only | • Tutorial materials explaining how to navigate the LMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete  
• Tutorial materials that are included or do not support learning modalities |
| **Supportive Technologies (x.5)** | • Clear explanations of optional and/or required technology, including any additional costs, are provided within the course  
• Technology required to use course materials is listed with links to where it can be captured and installed  
• Links are located within the course where learners will use the technology (i.e., near the materials requiring its use) | • Clear explanations of optional and/or required technology are provided within the course  
• Technology required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used | • Technology required to use course materials is mentioned, but not explained  
• Links to where it can be captured and installed are not found near where it will be used | • The need for additional technology required to use course materials may be mentioned  
• Links to technology may be missing or incomplete |
| **Instructor Role and Information (x1)** | • Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)  
• Expected response time for e-mail replies is included  
• The instructor’s role within the course is explained (for example, whether he/she will respond to “tech support” type questions)  
• The instructor’s methods of collecting and returning work are clearly explained | • Contact information for the instructor is included but may not be easy to find; contact information includes more than one form of communication  
• Expected response time for e-mail replies may be included  
• Instructor’s role within the course is not clearly spelled out to students  
• The instructor’s methods of collecting and returning work are clearly explained | • Contact information for the instructor is provided but not easy to find  
• Contact information includes only one way to reach the instructor  
• Information concerning response time for e-mail replies is not included  
• Little or no information is given regarding the instructor’s role in the course  
• The instructor’s methods of collecting and returning work are evident but not clearly explained | • Contact information for the instructor is sketchy, at best  
• Lacks information concerning response time for e-mail replies  
• Information regarding the instructor’s role in the course is not included  
• Instructor’s methods of collecting and returning work are confusing or non-existent |

If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the "Not Evident" level of mastery.
<table>
<thead>
<tr>
<th>Sub-Category (weight)</th>
<th>Exemplary 5-6</th>
<th>Accomplished 3-4</th>
<th>Promising 2</th>
<th>Incomplete 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course/Institutional Policies &amp; Support (x.5)</strong></td>
<td>Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find</td>
<td>Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find</td>
<td>Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find</td>
<td>Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included</td>
</tr>
<tr>
<td></td>
<td>Links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion</td>
<td>Links allow easy navigation from the course to the information and back</td>
<td>Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail</td>
<td>Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail</td>
</tr>
<tr>
<td></td>
<td>Links to institutional services such as the library or writing center are clearly labeled and easy to find</td>
<td>Links to institutional services such as the library or writing center may be included but require searching to find</td>
<td>A few links to institutional services such as the library or writing center may be included but require searching to find</td>
<td>Links to institutional services such as the library or writing center are not included</td>
</tr>
<tr>
<td><strong>Technical Accessibility Issues (x.5)</strong></td>
<td>Course materials use standard formats to ensure accessibility</td>
<td>Course materials use standard formats to ensure accessibility</td>
<td>Course materials use standard formats to ensure accessibility</td>
<td>Course materials sometimes use standard formats to ensure accessibility</td>
</tr>
<tr>
<td></td>
<td>If specific technology is required to which some learners may not have access, alternative file types are provided</td>
<td>If specific technology is required to which some learners may not have access, alternative file types are sometimes provided</td>
<td>If specific technology is required to which some learners may not have access, alternative file types are not provided</td>
<td>If specific technology is required to which some learners may not have access, alternative file types are not provided</td>
</tr>
<tr>
<td></td>
<td>Large files are identified to help learners consider download times</td>
<td>Large files are not identified as such; alternative (smaller) files are not provided</td>
<td>Large files are not identified as such and alternative (smaller) files are not provided</td>
<td>Large files are not identified as such and alternative (smaller) files are not provided</td>
</tr>
<tr>
<td></td>
<td>Alternative (smaller) files are provided where appropriate</td>
<td>Video files are streamed in some cases</td>
<td>Video files are not streamed</td>
<td>Video files are not streamed</td>
</tr>
<tr>
<td></td>
<td>Videos are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling</td>
<td>Graphics are not optimized for web delivery but display without extensive scrolling</td>
<td>Graphics are not optimized for web delivery and may require extensive scrolling</td>
<td>Graphic files are not optimized for web delivery and require extensive scrolling</td>
</tr>
<tr>
<td><strong>Accommodations for Disabilities (x1)</strong></td>
<td>Supportive mechanisms allow learners with disabilities to participate fully in the online community</td>
<td>Supportive mechanisms allow learners with disabilities to participate in the online community for most activities</td>
<td>Supportive mechanisms allow some learners with disabilities to participate in the online community</td>
<td>Supportive mechanisms allow some learners with disabilities to participate in the online community for some activities</td>
</tr>
<tr>
<td></td>
<td>The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation</td>
<td>The design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation</td>
<td>The design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation</td>
<td>The design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodation</td>
</tr>
<tr>
<td></td>
<td>Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find</td>
<td>Links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find</td>
<td>Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident</td>
<td>Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident</td>
</tr>
<tr>
<td></td>
<td>Design factors such as color, text size manipulation, audio and video controls, and alt text reflect universal accessibility considerations</td>
<td>Design factors such as color, text size manipulation, audio and video controls, and alt text have been considered in some cases</td>
<td>Design factors such as color, text size manipulation, audio and video controls, and alt text have not been considered</td>
<td>Design factors such as color, text size manipulation, audio and video controls, and alt text have not been considered</td>
</tr>
<tr>
<td><strong>Feedback (x1)</strong></td>
<td>Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion</td>
<td>Learners have the opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completion</td>
<td>Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion</td>
<td>Learners do not have the opportunity to give feedback to the instructor regarding course design or course content</td>
</tr>
<tr>
<td></td>
<td>Feedback mechanisms allow students to participate anonymously in course evaluation</td>
<td>Feedback mechanisms allow students to participate anonymously in course evaluation</td>
<td>Feedback mechanisms do not guarantee privacy to the student</td>
<td>Feedback mechanisms do not guarantee privacy to the student</td>
</tr>
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<td></td>
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</tbody>
</table>

*If there is no evidence provided to support a sub-category, a numeric score of 0 should be assigned that represents the "Not Evident" level of mastery.*
Online course development can be perceived as a three-part process—planning and design; development and implementation; and the course delivery and management. Each part consists of several developmental steps. The following is a description of the stages and steps for online course development. The institutional support (personnel) that can be involved is also noted in the steps. This document is a work in progress based on the past practices and current directions of the college and research into current course design and quality assurance practices (see attached bibliography). Feel free to contact us for any input into this document or the course development process.

PART ONE – COURSE DESIGN

Stage One – Identify Desired Results

Step 1 – Identifying Course Objectives

In this step, list the objectives of your course. The objectives could be listed as general class objectives and specific behavioral outcomes.

Institutional Support

Deans & Dept. Chair:

Provide existing program learning outcomes.

Instructional Designer:

Provide guidelines and templates for listing course objectives.
Step 2 -- General Pedagogical Considerations

In this beginning step, ask questions such as:

- What are the positive and negative aspects of your class?
- What instructional strategies did you use for your class? Were they effective?
- Will the same strategies work for online delivery?
- What would you like to do with your class? Can the new instructional media achieve it?
- What are the things that need to be done differently due to the nature of the new media?
- What is the difference between online and in-class students? How should the issue be addressed?

List goals that you would like to achieve and issues that you wish to address for your course.

Institutional Support

Instructional Designer:

Answer general questions regarding online instruction; solve problems regarding the difference between online and on-ground instruction; provide reference resource for existing online courses and planning principles.

Stage Two – Determine Acceptable Evidence

Step 3 – Identifying Course Assessments

In this step, the assessments of the course are identified. An assessment component may include student self-evaluation, quizzes, exercises, and exams. Creating assessment for your course involves several tasks:

- Identify textbooks and start gathering content materials and supplemental materials together from publishers that may be used in assessment (e.g., photos, graphics, print-based and Internet-based references, existing multimedia clips).
- Determine which assessment methods are appropriate for objectives
  - Essays
  - Exams
  - Discussion assessment
  - Self-assessment tools

Institutional Support

Instructional Designer:

Instruct faculty in the creation of assessment and use of publisher’s supplemental materials.

Stage Three – Plan Learning Experiences and Instruction
Step 4 – Identifying Course Components

In addition to the knowledge content that will be delivered to the students, identify the other components of the course that you would like to incorporate to facilitate the learning process. Some examples would be:

- A syllabus.
- A communication component which may include group discussion, e-mail communication, etc.
- A record keeping component to track student progress.
- Obtaining copyright clearance for the materials if necessary.
- Making a list of the content topics and supplemental materials that need to be developed.

Institutional Support

Instructional Designer:

Provide examples and suggestions of components that would be useful to the particular course.

Step 5 – Designing Course Structure

In this step, divide content materials and course components (where appropriate) into units. Then create a course structure for content material units. The structure would map out the organization and connection for individual units. Also, in this step, map out the relationship between content units and course component units (e.g., linking a quiz to a content unit). The organization maps for units can also
be used as the organization maps for actual content files placement and storage. If the content files have a different organizational structure, create separate organization maps for the files in this step.

**Institutional Support**

Instructional Designer:

Provide advice on appropriate length of units, possible alternatives for structure design, and logical connection between units.

**Step 6 – Designing Instructional Strategies**

In this step, identify information delivery strategies (e.g., lecture notes or lecture notes plus video demonstration) and design activities for content units. Develop a comprehensive student activity/assessment plan which will allow you to achieve the stated course objectives. Combine course structure and activity/assessment plan to create a course schedule.

**Institutional Support**

Instructional Designer:

Demonstrating alternative delivery methods; helping to choose appropriate strategy and activities for different units; checking the feasibility of the delivery strategy.

**Step 7 – Finding Online Resources (Library)**

In this step, you may want to research online resources and materials that could be available for your students in your discipline. These materials may be journal articles, online books, freely available multimedia, tutorials, etc.

**Institutional Support**

Education or Online Librarian:

The college library has a faculty member who is an Education librarian. This librarian is available to any instructor looking for any course materials.

**PART TWO – DEVELOPMENT AND IMPLEMENTATION**

**Step 8 – Content Preparation**

In this step, convert all your content to Internet-ready format, i.e., HTML format, and gather images, sound files, and other multimedia.

This would include several tasks:

- Developing new materials (text, graphics, and multimedia files).
- Converting existing non-HTML files to HTML format.
- Develop or utilize computer-based supplemental materials if needed (materials to be mailed to students such as course reading packet or CD ROM).
Institutional Support

Distance Learning Coordinator

Set up accounts on the appropriate servers if needed.

Instructional Designer:

Provide advice on the appropriate software to use for development and conversion; help develop surveys and multimedia files; check the appropriateness of supplemental materials.

Multimedia Specialist:

File conversions. Upload content to appropriate servers. Help overcome technical difficulties encountered by instructor in content preparation; providing format and/or layout guidelines for the files;

Step 9 – Creating the Course under a Course Management System

After all the materials have been developed, the next step is to build the actual course in the CMS. This would involve several steps:

1. Creating a course site on the CMS.
2. Learning to use the CMS.
3. Transferring all content materials into the CMS.
4. Setting up course components in the course site.
5. Setting up class management options in the course site.
6. Making modifications if necessary.

Institutional Support

Distance Learning Coordinator:

Create course site in the CMS. Help manage any special problems in transferring course content to the CMS.

Instructional Designer:

Providing assistance in learning how to build a course site and use the CMS.

Step 10 – Testing the Course and Course Sign-Off

After the complete course has been built on the CMS, test all aspects of the course from the student’s perspective. Rubrics are available for all aspects of Step 9. Things to check include:

- Content accuracy
- Content display
- Internal and external links
- Functionality of individual course component
Institutional Support

Deans & Dept. Chair

Reviews course for meeting department and course objectives to ensure that there is no difference between the online and face-to-face course for academic rigor.

Distance Learning Coordinator:

Makes sure that the course has been added to the schedule and all the appropriate fees have been added so that students will be populated via integration.

Tests course with functional quality assurance process that answers such questions as:

- Is the course activated?
- Is there an initial announcement?
- Are essential first week components such as the syllabus available?
- Are the assignments linked to the grade book?
- Do the tests work?

Instructional Designer:

Tests course with functional quality assurance process that answers such questions as:

- Does the course teach to a wide range of learning modalities?
- What degree of interactivity does the course have?
- Does the course make good use of the tools available in the CMS?
- Is the course interactive?

Help test and QA the course.

Multimedia Specialist

Tests course with functional quality assurance process that answers such questions as:

- Are the media files associated with the course functioning correctly?
- Are they cross platform?
- If not, what links to support files should be provided?

PART THREE – COURSE DELIVERY AND MANAGEMENT

This stage takes place when the course is actually being offered. It involves managing all aspects of the course constantly. The tasks include:

- Communicating with students through announcements and e-mail
- Conducting online discussion with students
- Monitoring student discussion groups
- Collecting, grading, and returning assessments not automatically graded by the CMS
- Updating content
- Tracking and monitoring student progress
- Archiving course and other materials
- Collecting and analyzing feedback on the course for future use
**Institutional Support**

Distance Learning Coordinator:

Assist students and faculty with technical problems regarding access to course and materials.

Instructional Designer:

Help address concerns regarding delivery of the course. Training in use of the CMS and in the backing up course materials.

**Bibliography**


How to Develop Your Online Course

This document has been prepared to assist faculty members who are considering teaching online. It has been prepared from the experiences of faculty and staff who have been teaching online. The guidelines are intended to be helpful and effort saving. These are only suggestions and not intended to limit your creativity and academic freedom.

A special thanks to all those faculty and staff who have and continue to contribute to our understanding of how to successfully teach online.

STEP 1: LOOK BEFORE YOU LEAP

Consider these things.

- Do I have a computer (preferably a PC) in my office that is at least a Pentium III with at least 64 MB of RAM?
- Am I familiar with basic PC skills? (file structure, copying, moving files, keyboard and mouse functions, screen and windows features, etc.)
- Can I create and manipulate documents (formatting, copying, pasting, attaching and retrieving them)?
- Am I willing to learn new software applications (Desire2Learn) needed for teaching on the Web?
- Have I taken an online course?
- Have I looked at online courses of other faculty teaching at the College?
- Am I prepared to invest the effort and time needed to deliver a course online?
- Will using this technology help me reach the students I teach more effectively?

Faculty should answer "yes" to all of the questions above when deciding to build an online course. If a faculty member answers "no" to any of these questions they should contact the campus faculty trainer to decide what steps they should take to proceed.

STEP 2: GET TO KNOW THE PEOPLE YOU'LL NEED TO KNOW.

- Teaching online requires the assistance and support of a number of people throughout the College. Get to know them and let them know about you so they can help.
- Department Chair - Faculty should contact their department chair first. They will need to approve the course before it can be offered online.
- Division Dean-- The division dean will also have to provide approval for the course.
- Office of Distance Learning - The distance learning staff will need to know that you are planning on going "online" in order to coordinate account and course information, to support you in your endeavor, and to market your course through the publications of the college.
STEP 3: MASTER THE SOFTWARE YOU WILL NEED TO DELIVER YOUR COURSE.

- Online courses are delivered to a computer screen by means of one or more authoring software products. Choose what fits your needs and works most efficiently.
- Decide how you plan to develop and deliver your course.
- Mastering these tools comes in stages, so learn what you need to get your course up and running effectively and then look for ways to refine and polish it. The College has regular training in Desire2Learn and provides templates and model pages to simplify some of the work involved. These aids are ways to save time, not limit your creativity. Make your course work, then make it better and better.
- Part of deciding how you want to build your course will involve looking at what others have done. Pick those strategies and techniques that will work for you. We all bring different talents to the table. We operate at different speeds, using different methodologies. Be yourself.
- Take care in the beginning with the structure and design of your course. You do not want to be online too soon, nor do you want to take forever to build the perfect course. It takes about a semester to build your first online course.

STEP 4: PLAN TO WORK AT SCHOOL AND FROM HOME

- Online learning is asynchronous -- students do it when they can and want to interact with you when they need you.
- Most of the online faculty have a computer, the software needed and dial up access for interacting with students at home. If you have an ISP or dial up at your home, you will be able to continue to work on your web site in Desire2Learn.
- Faculty must be very familiar with e-mail. This will be the most common means of communication with students.
- Faculty must be familiar with Internet Explorer (I.E.) 4.0 or greater or Netscape Navigator 4.0 or greater. Earlier versions are not supported.
- Faculty must possess good PC skills.
- Faculty should understand Bandwidth and Dial-Up Connections. A working knowledge of these two things will allow faculty members to understand how the course is transmitted via the WWW and give them some flexibility in helping their students with some of their problems.
- In designing a course, faculty will be considering Asynchronous, Synchronous, or a hybrid of the two delivery methods. For example, the online Intermediate Algebra course is basically Asynchronous, where the student can interact with the class notes, take a self-grading practice quiz, enter into a class discussion, or take an electronic test at any time. There are also synchronous features to the online algebra course such as Net Meetings with whiteboard and sound (even video). These functions allow the instructor to teach a lesson or have virtual class with one or more online students.
- Live chats are recommended but not required.

STEP 5: KNOW THE MEDIUM YOU ARE WORKING IN

- How fast it works and how good it looks depends on what the student is using on his/her end and the way the WEB works. The WEB is not exactly like lecturing, using a blackboard, or writing a textbook.
- Faculty should understand Bandwidth and Dial-Up Connection speeds. A working knowledge of these two things will allow faculty members to understand the limits on the amount of information (words, pictures, video and sound) that can be pushed across the WEB and pulled down by their students. The last hundred feet of your course is probably a piece of telephone wire with a limit of 56KB per second. (For more information see Need a Handout on this)
- Browser windows on different types of machines have much to do with the appearance and functionality of your online material.
- Your computer and computing environment is probably not like the ones your students are using.
- At work, you are using a LAN (local area network) and things run as fast and look as good as they can. When you log on using a modem and an older computer, you get a better sense of what your students see and experience.
- You have to weigh how important something is against how much time it takes to transmit and receive it and whether or not the user can see and hear exactly the way you intended.

STEP 6: TEACHING IS HELPING STUDENT TO LEARN

An online environment is just a different kind of classroom for interacting with students.

- Faculty must deliver the same content in an online course as they would in a classroom section of the same course. This is very important. If the course differs from the on-campus version it must presented to the Curriculum Committee for approval. The online course should have the same course content with different delivery style.
- Faculty must provide students a detailed course syllabus. See Syllabus Requirements. The course syllabus must be available on public pages for prospective students so they can see what they are getting into in advance. This syllabus can be an abbreviated version. It is maintained in a folder created by the Webmaster’s office and should be submitted to them by the faculty member early in the development process.
• Faculty should clearly define any prerequisites. Make sure the students understand what they will need in order to take the course (in terms of previous course work, computer skills, hardware and software requirements).
• Faculty must provide students with clear communication about expectations, instructions about activities, assignments, deadlines, and announcements.
• Faculty teaching online must have a personal homepage that provides contact information, office hours, office location and information that would assist the student in working with the faculty member.
• Faculty teaching online courses must provide students with timely feedback on assignments and grades as well as responses to questions and requests for assistance. Online students need feedback more than traditional students. The faculty member is responsible for finding out students’ telephone numbers and e-mail addresses at the beginning of the course. This will help to eliminate some common problems. (Advisors are supposed to tell students that the instructor will not call them, but this is not always the case.)
• Online students must have proper advising and the support of the Student Services office. Provide sound advising for students. Online courses are not for everybody. All students taking online courses should get advising assistance from online faculty.
• Students should be properly oriented to the online course setting and your course specifically.

STEP 7: COURSE DESIGN – IT’S ALL ABOUT CONTENT AND INTERACTION

Keep it simple; make it better; and resist the temptations to do otherwise.

• It’s about content. Having something to say or share with students that they will find worth reading, seeing and experiencing. There are lots of resources, so choosing the best wisely is key.
• In many ways you are a guide to the resources and a simplifier of how to get the right result the first time. How you organize the resources and provide students useful directions and information about using them are critical.
• It’s also about interaction. In an online course there are three types of interaction you will be creating with the activities you plan:
  1. interaction between the student and the content material;
  2. interaction between the student and you; and
  3. interaction among students in the class. In each case the interaction should be instrumental to success in the course or task. Become familiar with the array of web tools for interaction and select those that best fit what you are trying to accomplish. Talk with training coordinators and online faculty, surf other course sites, look at the courseware tutorials.
• Don’t provide anything -- information, links, or functionality -- that you don’t expect students to use.
• Keep in mind that you will get what you inspect not what you expect, so plan ways that students show you that they have used and learned what you have provided them. Be very specific in your assignments. Students may be confused by any ambiguity due to the lack of face-to-face contact.
• Use a consistent organizational pattern (module template).
• Make sure content is accurate, technically correct, readable and easy to follow. Navigation should work correctly and that the authority and currency of the page can be determined.
• Faculty members should be aware of the copyright issues, privacy of information, and net-etiquette with the Internet.
• Solicit feedback and suggestions on how to improve your site. Seek out the advice of your peers.
• Some of your students will be very “internet savvy” and can provide valuable information to improve your course design. Some of this course “tweaking” can be done during the semester or between semesters. Encourage your students to report dead links, inactive pages, or other malfunctions in your web course.

STEP 8: BACK IT UP AND KEEP THE BUGS OUT

What can go wrong generally does go wrong at the most inconvenient time.

• Faculty should keep a current back of their course gradebook. Desire2Learn offers the ability to download your gradebook in a comma delimited format (CSV).
• Faculty are responsible for monitoring virus protection software on their own computer. Often students do not realize that they have a virus on their computer and they will send faculty members one unknowingly.
Assessing Online Facilitation Instrument  
A 2007 TIGERS Project Sponsored by CSU Center for Distributed Learning  
http://www.humboldt.edu/aof

Before class begins the facilitator ...

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</table>

### Managerial
- Sends informational message including how to login, what materials are needed and how to get them, and who to contact for technical assistance.
- Makes the course available at least one week prior for student previewing.
- Updates the Syllabus with facilitator’s name and contact information, preferred communication method, expected response times to messages and assignments, and other policies specific to this course or facilitator.
- Begins recording actions taken in conducting the course on a Facilitation Activity Record.
- Distributes disability accommodation information.
- Provides a method for students to use online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due.
- Corrects spelling or grammatical errors throughout the course content.
- Updates and reviews assessment due dates for accuracy.
- Confirms online grade book settings are accurate for total assessment.

### Pedagogical
- Reviews past course evaluations to determine if enhancements for instructional strategies are required.
- Makes enhancements to course design where necessary.

### Technical
- Updates hyperlinks to remove dead or broken links.
- Checks all media for proper display (broken images, video playback, etc.).
- Tests the course navigation for accessibility and corrects any accessibility problems.
- Updates course to reflect new features of the course management software.

Comments on “before class begins” interval:
During the first week the facilitator …

<table>
<thead>
<tr>
<th>Managerial</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts missing students to encourage their participation.</td>
<td></td>
</tr>
<tr>
<td>Minimizes delays for students adding the course late to gain access to</td>
<td></td>
</tr>
<tr>
<td>course materials and un-enrolls students promptly when they drop the</td>
<td></td>
</tr>
<tr>
<td>course.</td>
<td></td>
</tr>
<tr>
<td>Provides support information when needed, e.g., how to get remote</td>
<td></td>
</tr>
<tr>
<td>access to the library, register for credit/no credit, drop the course,</td>
<td></td>
</tr>
<tr>
<td>or use publisher’s study materials.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a personal and welcoming introduction to develop a personal</td>
<td></td>
</tr>
<tr>
<td>presence.</td>
<td></td>
</tr>
<tr>
<td>Designs a forum for students to post introductions and share</td>
<td></td>
</tr>
<tr>
<td>experiences. Responds to each student’s introduction.</td>
<td></td>
</tr>
<tr>
<td>Encourages students to share pictures or other representations (e.g.,</td>
<td></td>
</tr>
<tr>
<td>avatars) of themselves.</td>
<td></td>
</tr>
<tr>
<td>Models discussion response behavior and tone. Uses a conversational</td>
<td></td>
</tr>
<tr>
<td>tone for responses that is inviting, personal, friendly, and</td>
<td></td>
</tr>
<tr>
<td>encouraging.</td>
<td></td>
</tr>
<tr>
<td>Uses humor sparingly and carefully; use emoticons to express jesting.</td>
<td></td>
</tr>
<tr>
<td>Invites and encourages students to use online office hours and/or to</td>
<td></td>
</tr>
<tr>
<td>make appointments.</td>
<td></td>
</tr>
<tr>
<td>Adds a social forum for non-class related topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates an ice breaker activity related to a course key objective or</td>
<td></td>
</tr>
<tr>
<td>concept.</td>
<td></td>
</tr>
<tr>
<td>Communicates with students daily to maintain a positive rapport.</td>
<td></td>
</tr>
<tr>
<td>Determines areas in which students need to improve and notifies</td>
<td></td>
</tr>
<tr>
<td>students.</td>
<td></td>
</tr>
<tr>
<td>Challenges the students by asking questions which apply to the</td>
<td></td>
</tr>
<tr>
<td>readings and communicating high expectations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides detailed tutorial links and/or instructions on using the</td>
<td></td>
</tr>
<tr>
<td>technology within the assignment information to help the students feel</td>
<td></td>
</tr>
<tr>
<td>comfortable with the technology.</td>
<td></td>
</tr>
<tr>
<td>Assists students with login/access difficulties.</td>
<td></td>
</tr>
</tbody>
</table>

Comments on the “first week of class” interval:
Throughout the course the facilitator …

### Managerial

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updates the online grade book promptly after assignment due dates.</td>
<td></td>
</tr>
<tr>
<td>Conducts course according to designated schedule with any deviations communicated in advance.</td>
<td></td>
</tr>
<tr>
<td>Enforces guidelines for learner behaviors such as netiquette and due dates.</td>
<td></td>
</tr>
<tr>
<td>Reminds students of upcoming deadlines.</td>
<td></td>
</tr>
<tr>
<td>Posts group rosters before group project begins.</td>
<td></td>
</tr>
<tr>
<td>Creates areas for group members to work on group projects.</td>
<td></td>
</tr>
<tr>
<td>Monitors attendance in class in order to follow up with missing students.</td>
<td></td>
</tr>
<tr>
<td>Maintains privacy of student grades and feedback.</td>
<td></td>
</tr>
<tr>
<td>Continues updates to the Facilitation Activity Record.</td>
<td></td>
</tr>
<tr>
<td>Opens and closes course materials and activities to optimize student learning and avoid confusion.</td>
<td></td>
</tr>
<tr>
<td>Announces absences to students with guidance on what to do during absence.</td>
<td></td>
</tr>
</tbody>
</table>

### Social

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes collaborative projects (small, large and dyads) to achieve strong social interaction.</td>
<td></td>
</tr>
<tr>
<td>Monitors discussions for respectfulness based on netiquette standards and University behavior policies.</td>
<td></td>
</tr>
<tr>
<td>Immediately contacts students with inappropriate posts for explanation and clarification.</td>
<td></td>
</tr>
<tr>
<td>Immediately makes disrespectful posts unavailable to the class at large.</td>
<td></td>
</tr>
<tr>
<td>Blocks disruptive students from class activity if behavior continues to conflict with University policy.</td>
<td></td>
</tr>
<tr>
<td>Uses announcements to keep class current and personal. Announcements may include holiday wishes and real world social issues (e.g. Katrina) as well as course information.</td>
<td></td>
</tr>
<tr>
<td>Continues to maintain daily presences in discussion forums.</td>
<td></td>
</tr>
<tr>
<td>Provides individual messages (email, postings, announcements) of encouragement.</td>
<td></td>
</tr>
</tbody>
</table>

### Pedagogical

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides supportive information to support course content.</td>
<td></td>
</tr>
<tr>
<td>Responds to student questions promptly—consistent with timeline for feedback stated in syllabus. (Recommended: within 24 hours)</td>
<td></td>
</tr>
<tr>
<td>Provides practical suggestions to students to complete their work on time.</td>
<td></td>
</tr>
<tr>
<td>Detects and corrects misconceptions.</td>
<td></td>
</tr>
<tr>
<td>Summarizes discussions.</td>
<td></td>
</tr>
<tr>
<td>Assigns groups or creates a method for students to select groups before beginning group projects.</td>
<td></td>
</tr>
<tr>
<td>Provides feedback indicating areas in which the students have succeeded as well as areas that require further development in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>Creates transitions from one topic to the next to help students recognize time on task.</td>
<td></td>
</tr>
<tr>
<td>Communicates clearly, as measured by responses from students.</td>
<td></td>
</tr>
<tr>
<td>Respects and facilitates diverse talents and ways of learning.</td>
<td></td>
</tr>
<tr>
<td>Invites and encourages students to complete a peer review of individual and group projects.</td>
<td></td>
</tr>
<tr>
<td>Utilizes specific teaching/learning strategies which promote self-directed learning.</td>
<td></td>
</tr>
<tr>
<td>Focuses discussions on specific issues and uses discussion questions and problems to actively engage students in the learning process.</td>
<td></td>
</tr>
<tr>
<td>Implements rubrics established in course design.</td>
<td></td>
</tr>
<tr>
<td>Uses illustrations and examples to clearly explain important concepts.</td>
<td></td>
</tr>
<tr>
<td>Provides helpful, constructive suggestions to students to complete assignments</td>
<td></td>
</tr>
</tbody>
</table>

### Technical

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announces information related to interruptions of access to servers delivering course materials in advance (when possible) or after (when necessary).</td>
<td></td>
</tr>
<tr>
<td>Makes reasonable accommodations due to technical difficulties beyond the students’ control consistent with policies in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>Models competency with course management system delivery tools and uses tools appropriately.</td>
<td></td>
</tr>
<tr>
<td>Uses other technologies for the course appropriately.</td>
<td></td>
</tr>
<tr>
<td>Consistently addresses universal accessibility.</td>
<td></td>
</tr>
<tr>
<td>Provides handouts in easy-to-use formats, providing details for successfully downloading if necessary.</td>
<td></td>
</tr>
<tr>
<td>Receives and responds to completed student assignments electronically.</td>
<td></td>
</tr>
<tr>
<td>Directs students to links and information on technical support (Service Desk, Web, Trouble Tickets)</td>
<td></td>
</tr>
</tbody>
</table>
During the last week, the facilitator …

<table>
<thead>
<tr>
<th>Managerial</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides general information concerning the nature and format of the final assessment(s).</td>
<td></td>
</tr>
<tr>
<td>Alerts students on how long course materials will continue to be available after the end of class.</td>
<td></td>
</tr>
<tr>
<td>Informs on availability of, and encourages students to complete, the course evaluation.</td>
<td></td>
</tr>
<tr>
<td>Completes the Facilitation Activity Record.</td>
<td></td>
</tr>
<tr>
<td>Posts final grades promptly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sends an email with a closing personal message to students.</td>
<td></td>
</tr>
<tr>
<td>Encourages students to share their class experience and say good bye in a closing forum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides feedback on final project and makes it available to students even after the class is over.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists technical aspects that worked well and those that need improvement. Forwards to, or discusses with, technical support staff.</td>
<td></td>
</tr>
</tbody>
</table>

Comments on the “last week of class” interval:
The 4 things you need to know to get around:

1. Edit Mode toggles your tools off and on.
2. Add Items to your course Menu with the “+” sign.

To reposition items on your course menu, roll your mouse over the link to make the double arrows appears. Grab the double arrows and drag the link to the new position on the menu.
3. Look for the “Down Arrows” to find the contextual menus
4. The control panel is always available to Instructors just below the course menu. You will find the “Help” link a valuable resource.

To customize your course colors and buttons, click “Teaching Style” under “Customization” on the Control Panel.
To set the availability for your Blackboard course:

SET AVAILABILITY

Make this course available to users?

Make Course Available

- Yes
- No

SET COURSE DURATION

Duration

- Continuous
- Select Dates
- Days from the Date of Enrollment: 0
From the Sul Ross Faculty Handbook:

3.04 WEB-COURSE DESIGN AND TECHNICAL SUPPORT SERVICES
(Added to FH 6/2013 regarding existing SRSU services)

Sul Ross State University offers a variety of services to faculty for online course development and support. Through multiple Title V grants on campus and OIT services faculty have access to hardware, software and instructional design services.

I. Hardware

The Title V grants have purchased hardware to aid in the development of online courses. Interested faculty or any faculty member assigned an online course should check with his or her department chair to see if any of this equipment is available to him or to her. Examples of the types of equipment that might be available include the following:

- Webcams
- Camcorders
- Digital voice recorders
- headsets with microphones
- laptops for checkout

II. Software

Sul Ross State University started making the transition to Blackboard 9 as the course management system in spring 2013. Each faculty member automatically gains access to Blackboard shells created for all courses they are teaching once he or she is assigned as the instructor for those assigned courses in the Banner System.

In addition, Sul Ross has purchased site licenses for software to aid in the development of online courses. Faculty members should check with their department chairs or the help desk (X8888) to see if any of the following are available to them:

Adobe Creative Cloud includes Photoshop, Dreamweaver, InDesign, Fireworks, Flash, Acrobat Professional and a few others. Faculty members may call the helpdesk to have this installed on their work computers.
**Blackboard Collaborate** is a web conferencing and lecture-capture software allows an instructor to record himself or herself on video and his or her computer screen and to save the lecture to be streamed later to the students.

**Respondus** is a program that facilitates adding exams and quizzes to a Blackboard course.

### III. Instructional Design Services

Several of the Title V grants have instructional-design staff that assists the Sul Ross Office of Information Technology in supporting online courses. Instructional designers consult with faculty on the best practices for online courses and also respond to technical questions. Faculty workshops are held every semester, and online course-development resources are also available. Topics vary, but specific, one-on-one help is available by calling the help desk (x8888) or the Faculty Technology Zone (x8523).

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**Sul Ross State University has a Magna Commons Subscription**

The Title V Post Baccalaureate grant has purchased a 2-year subscription to this training resource and it is available to all current Sul Ross faculty and staff. Primarily a faculty development site, *Magna Commons* also contains materials and training resources that will be useful for department heads and administrators. Our subscription provides our campus with unlimited access to all online seminars listed on *Magna Commons* for 24 months—anytime, anywhere. Subscribers can view the seminars on a computer (at work or at home), and from many mobile devices.

**Description**

*Magna Commons* is an on-demand cloud-based faculty development site presenting more than 100 Magna Online Seminars. This subscription service eliminates the need for CD’s and provides instant access to a complete faculty and administrator professional development library. **New seminars are added monthly.**

Magna Online Seminars address critical issues facing faculty and administrators today. These programs feature leading educators and consultants who deliver thought-provoking, content-rich presentations. They’re lively discussions that give viewers practical and actionable results.

Magna Commons presents the best professional development resources available, online and on-demand. Use this library for individual faculty development, just-in-time learning, and group meetings and discussion.

**What's Included?**

- Supplemental materials custom designed for each seminar
- In-depth facilitator’s discussion guide to reinforce learning and put it into action
- Complete transcripts of each program
• More than 150 hours of professional development on these topics and more: teaching and learning, online teaching, academic administration, and online administration
• New seminars added monthly

How It Works
Each subscribing institution is assigned a unique authorization code. This code is distributed to faculty and staff who individually sign up for a personal account with their own username and password. Important: When prompted for your school, please enter Sul Ross State University, whether you are on the Alpine or RGC campus.

How to Create Your Account

1. Go to www.magnapubs.com/account
2. For new users, click Create an Account. Complete all Required Information fields and click Create Account. (NOTE: a verification email will be sent to the email address used to register. Please create your account using your Sul Ross e-mail address. Click the link in the email to validate your account. This must be done within 48 hours or your account will not be created).

Access your Magna account

1. Go to www.magnacommons.com
2. Click orange “Enter Authorization Code” button
3. Enter your email or username and your unique password and click “Login”
4. In the box, enter your group’s Authorization Code: SULROSS1593
5. Select Activate to access Magna Commons
6. Use the “Click here” option to access Magna Commons. Access or search any of the featured programs.

Tip: Once you have created your account, bookmark it on the computer you usually use or save it to your “favorites” for easy access.

Please note: entering the Authorization Code is done only once. Hereafter, you will access the subscription by logging in to www.magnapubs.com/account using your email address and password. Click on My Account from the top navigation bar, and under My Purchases click Subscriptions. Magna Commons will be listed to the right. Click View On-Demand Videos to access Magna Commons.

Please do not share the Authorization Code with anyone outside our campus community.

Need help?
Our on-campus contact is Tim Parsons : (432) 837- 8525 or tim.parsons@sulross.edu

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