Online Teaching and Learning @ East Central College

A Resource Manual for Faculty and Staff

Prepared by the Office of Instruction
Summer 2010

Online Teaching and Learning at East Central College
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I.   Online Learning at East Central College

        Welcome to distance learning at East Central College.

        Like many institutions of higher education across the country, East Central College is experiencing strong increases in on line student enrollments. Today's students are technically savvy and comfortable with distance learning. With the growth of high speed access in our region, students are finding distance education a viable option for study.

        The online learning program at East Central College affords students access to a wide variety of learning experiences, in many academic disciplines. Students may study online at several different levels: web online, web blended, web hybrid, web enhanced and web supported. Definitions of these various levels are published in each semester's schedule of classes, on the college website and as Appendix A in this document.

        Throughout the upcoming academic year, East Central College, following the requirements of the Higher Learning Commission, will pursue approval of its distance learning program. Approval is required for coursework that is delivered on line at the 50% threshold. East Central College offers Web On Line, Web Blended and Web Hybrid courses that meet this standard and, as such, are called distance learning courses.

        In support of on line learning, the following materials have been prepared for faculty and staff. *Online Teaching and Learning @ East Central College* will provide faculty with guidelines and resources intended to assist in the design, function and assessment of all online learning. Many of the questions faculty have regarding on line instruction and course delivery can be answered in the pages that follow.

        Please contact the Office of Instruction if you have any questions about distance learning at East Central College.

II.   Course Development Guidelines and Requirements

A. Application Process

East Central College continues to expand its repertoire of on-line course offerings. Faculty at the college may consider a variety of options in developing a new course via distance delivery. Development options are as follows:

Existing Course: Modify the delivery format of an existing course. Options for modification are web online, web blended, web hybrid or simply the inclusion of web materials with the web-supported or web-enhanced options. Faculty may also elect to modify a course for ITV (interactive television) delivery.

New Course: Faculty may elect to create a new course for distance delivery. All procedures regarding new course development and approval apply. Options regarding delivery format are the same as for an existing course.

Whichever option faculty are pursuing, an application form, available on the Moodle website, must be completed, reviewed and approved by the division chair and forwarded to the Office of Instruction (see Appendix B). As part of its approval process, the Office of Instruction will review the application with the Instructional Designer. Criteria for approval include, but are not limited to: offerings in the academic discipline, demand for the course, the requisite technical support and enrollment trends.

B. Development Requirements

As part of the application process, faculty will be asked to self report their level of technical expertise. The Instructional Designer will assist faculty in the technical development of the course.

Faculty participating in the on line/distance learning program must complete all required on line/distance learning development and training opportunities. Participation in training and development will help assure students that the learning management systems are being fully utilized to assist students with their coursework. In addition, the training will fully prepare and qualify faculty to deliver coursework online.

C. Compensation

All faculty teaching on line must participate in the Online Teaching Faculty Development program, conducted throughout each academic year (fall in-service, spring in-service and summer workshop). Upon completion of the program, faculty will receive a one time faculty development account credit.

III.   Quality Practices for Faculty

A. The Course Syllabus

Much like a traditional class environment, faculty should provide to students a current, accurate and course specific syllabus, which follows the format of and content contained on the Moodle Syllabus Tool. The syllabus should reflect the information required in all East Central College course syllabi as well as information specific to the delivery format. The course syllabus should be available to the students in the **syllabus link** section of the website. The syllabus should be maintained in a current format and should be specific to the on line nature of the course offering and the semester of the offering.

Clearly stated course objectives, requirements and grading standards should be present. All information related to the manner in which assignments will be submitted, how they will be graded and how grade information will be provided should also be included.

Faculty should include information regarding the delivery methods of the course; for instance, if a blog tool or the discussion board will be required, information on the use of such tools should be included.

B. Course Orientation, Requirements and Class Schedule

Faculty are required to provide students a web learning (Moodle) orientation. Options are an on campus orientation or a web based orientation. Information regarding the orientation should be provided in the course schedule published each semester and available on the web. Information must include contact information for the instructor.

Each on line course site should also include specific and current information on all **course requirements**, how and when they are to be submitted and other relevant, time sensitive information.

A current semester schedule, reflecting specific important dates for the course and for the students, should be present and easily accessible. Faculty may consider including the college academic calendar as part of the semester schedule. Moodle includes a calendar tool which faculty should incorporate in the running of their course.

C. Tools

Faculty should clearly present to the enrolled students information on the **course tools** necessary for success in the class. Any unusual technical requirements or new tools should be specified within the course syllabus and included within any orientation required for the students.

Since online course delivery is intended to provide the same course content, faculty should consider those available tools that promote the same exchange of ideas, level of interaction and collegial experience that faculty would require within a traditional class environment.

Faculty should demonstrate, by their own use of Moodle communication tools, how interaction and exchange can occur within a web course. The discussion board, blog tools and chat rooms all promote free exchange and faculty-student as well as student-student interaction.

Each online course should include an interaction component as a required element. Faculty should promote the usage of such a tool and must be part of the interaction stream. The Discussion Board is always a required element for effective online learning.

D. Content and Organization

Each online course must offer, where feasible, the same components and similar content to its traditional counterpart.

Assessment measures for online offerings must be the same or similar to the traditional counterpart and must be included as part of the assessment plan for the discipline. All departmental assessment plans should reflect the inclusion of any on line offerings.

Regardless of the method or the tool, the content of an online course must meet the standards established by the academic unit of the college. The level of rigor, the amount of work and the academic standard of online courses must be equivalent.

Each online course at East Central College **must** include use of the following tools within Moodle:

Announcements or News Forum
Course Information
Assignments
Course Documents
Discussion Board
Staff Information
Course Calendar
Gradebook Feature
Survey and Evaluation Links

E. Grading: Standards and Posting

Whether in a traditional setting or an online course, students expect timely and appropriate feedback from faculty. Tools are available within the learning management system to assist faculty in providing assignment specific feedback as well as a summary of their overall progress in the course.

In providing student feedback, faculty must also be mindful of FERPA guidelines and other privacy issues.

While providing grade information is an important component of student progress, additional feedback in the form of emails or other available tools is necessary to adequately inform students of their academic progress. Faculty teaching on line may need to be available for on campus conferences with their on line students outside of their regular office hours.

F. Postings and Links

Good practice in online instruction promotes the use of asynchronous communication as a vital tool in faculty-student and student-student interaction. Each online course at East Central College must include use of the **Discussion Board** tool. To be most effective, faculty participation in the Discussion Board is required. Use of the Discussion Board by faculty must include not just discussion postings (i.e. questions, readings, etc.) but frequent, regular responses and comments to specific student postings.

Certainly no instructor can be expected to respond to every posting in an active online discussion; however, faculty attention to the value of the discussion being conducted by the students is important. Knowing that faculty will interject a comment or question within a discussion or simply be "dropping in" will usually keep the students on point on a discussion board.

In addition to closely monitoring student postings, faculty should be aware of online student conduct. A statement in the course syllabus and within the discussion thread might include "**Online Conduct**: Any discriminatory, derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred face to face in the classroom. If you have concerns about something that has been posted, please contact your instructor immediately."

Faculty should also encourage student use of internal mail for questions addressed to the instructor regarding a specific situation. Use of the internal mail option will help decrease clutter on the discussion board.

Some recommendations for faculty are the following: any weekly assignment includes a specific number of discussion board postings, the instructor begins threaded discussions on a scheduled basis, and threaded discussions be led by students, etc. The role of the faculty in good discussion board practice is to help students distinguish between a threaded discussion and a "new topic" posting.

Faculty should also regularly monitor the currency of **course links**. The learning management tool provides a section for relevant course links. Providing this information for students is helpful and promotes the use of online resources as primary locations for information.

Faculty must assure that the links are academic in nature and active while "in the course". Such information is vital to the college nature of an online offering but must be monitored closely.

G. Statement of Requirements

Each online course must provide specific information regarding course requirements. Students must be able to access, at any point in the course, the list of requirements for successful completion, the value of each requirement and how it will be assessed.

Deadlines for submission and completion must be clear and accurate and available to the students at any point in the semester. Criteria for submission of any material must also be included. Faculty should avoid the use of 12:00 a.m. and 12:00 p.m. as time deadlines and instead use 11:59 a.m. and 11:59 p.m., for clarity.

Faculty may also use email reminders as a way to direct timely completion of course requirements.

H. Testing

Part of the evaluation of student performance is the use of testing (this includes quizzes and exams). Faculty must clearly state how online testing tools will be used and how submissions will be tested.

For courses which require on campus, secure testing, faculty may arrange a date and location for proctored, secure testing. Such arrangements, including dates, times and locations, must be clearly stated in the course syllabus, available on line. **Faculty will be required to proctor these secure testing events.**

I. Instructor "In Class" Schedule

Faculty must provide to students a schedule of "in class" time. For instance, faculty may indicate online office hours. **A minimum number of "in class" hours for a faculty member per week should be equivalent to the course credit hours.**

However a faculty member elects to make themselves available to their online students, the information must be posted and within the current course syllabus. Availability might include both online and telephone options. Students must know that their instructor is available and responsive to their queries.

Faculty must also include information regarding timely response to postings, emails or phone calls. A student should typically expect a response to a direct communication within 48 weekday hours.

J. Technology Failures

Like all technology, Moodle may, on occasion, fail to operate or be operationally unavailable. While the college works diligently to limit or prevent such "down" times, faculty and students should be prepared. Faculty must provide students written guidelines, with the course syllabus, regarding "What to do if Moodle is down?" and how such down time will be managed and affect submission deadlines.

Because of the potential for such technical failures, faculty should maintain gradebook data separately from Moodle. This could simply be a weekly copy, kept out of the Moodle course and maintained by the faculty.

K. Student Identification and Security

Faculty teaching online will develop identification and security features within each course. Accreditation standards require that faculty have in place a system to insure secured access and identification capabilities that insure the identification of the student user.

It is imperative when teaching online that tools are in place to insure the integrity of course delivery and student learning. Faculty may wish to include:
- A personal profile assignment to attain data specific to the registered student
- A photo posted within the course
- Use of on campus testing, requiring a photo ID

IV. Online Course Evaluation

A. Site Visit, Evaluation and Consultation

Each section of on line course offerings at East Central College will provide access for the division chair, the chief academic officer and the instructional designer for purposes of evaluation and consultation.

When "in the course" for purposes of evaluation, the criteria cited previously in this document will form the basis for site and course review. Specifically, utilization of course tools, student postings and interactions, faculty presence and satisfaction of course requirements will be evaluated.

Faculty teaching on line sections may also be asked to present their courses or course features to faculty colleagues during faculty development opportunities.

B. Copyright Issues

As with instruction in any course section, faculty should be diligent in their efforts to avoid copyright infringement. Faculty are responsible for the oversight of all copyright issues related to materials, links, download, etc. associated with their courses.

C. Student Performance Measures

Measures of student performance, course objectives and competencies, assessment strategies and grading standards should all be clearly stated in the course syllabus and other supporting documents. Such measures should closely mirror those established by the department and applied to other traditional offerings of the course.

Methods used to measure items specific to on line instruction should be clearly reported and available to students (i.e. how often will students need to post on the discussion board, etc.).

Evaluation methods should allow that student work be clearly associated with the student (i.e. how will a group project or discussion involving several students be evaluated?). A student grade should represent the efforts of that student; weighing of work that is part of a group should be minimal.

V.   For the Students

A. Course and/or Technical Orientation

East Central College provides an optional student Moodle orientation for faculty inclusion within the course. Faculty may elect to provide an on site, faculty run Moodle and course orientation. Regardless of the orientation option, students will be provided instruction for the following:

> Log in information
> A general overview of Moodle tools for students
> The course interface for students
> How to determine contact information for the faculty member
> Grade information
> Use of internal mail features
> Discussion forum tools
> Calendar/Quiz/Assignment Features

Information specific to the course will be covered by the instructor in optional or required course specific orientations; such orientations may be held in person at prescheduled times prior to the start of the semester or on line. Faculty will conduct these orientations and will provide options for students who have scheduling conflicts.

B. Online Student Learning Agreement

Appendix D of this document is the Online Student Learning Agreement. A copy of this agreement should be part of each course and the Instructional Designer will post the Agreement in each course with the statement "By registering for this course, student acknowledges and agrees to the terms and conditions contained in the Online Student Learning Agreement."

C. Quizzes and Testing

Moodle provides multiple options for student testing; faculty may design test or quiz instruments using multiple choice, short answer, essay, etc.   In designing such instruments, faculty should test students over those course objectives and competencies outlined in the course documents. Testing within a web course should be similar to that of a traditional course offering in areas such as testing time, content covered, etc.

 As in a traditional class, feedback to the students should be provided in a timely fashion. In whatever form, students should receive enough feedback to understand the grade received. Students should understand the feedback tools in use in the course and their applications to any assignments submitted.

D. Security

Faculty teaching an online course are presented with the challenge of security and identity. Security challenges occur in several ways: on line submissions, test security and modes of on line communication. Faculty have no mechanism to verify who is sitting at the computer at the "other end" of the on line course.

Faculty should consider available tools within Moodle to assist in promoting security measures appropriate to the course. The Instructional Designer can assist faculty in promoting testing and submission measures intended to mitigate the potential security problems.

On line students are subject to the terms of the Academic Honor Code and Student Conduct Code; these terms should be made available to students participating in on line classes. Course syllabi should reflect specific repercussions associated with violations of the Academic Honor Code or the Student Conduct Code.

Proctored testing is the most traditional method of secured results. Faculty who elect to give a proctored mid term or final should prearrange a time and location for the testing. This information should be published in the course syllabus and announcement sites. Faculty will proctor such testing.

Another option is to use the course orientation to obtain a student writing sample to be maintained as a standard for comparison. Within the discussion board, frequent and robust postings by students provide an additional benchmark for comparison should the voice or the tone of the postings change.

Should an online, discussion board or internal email "conversation" become of a sensitive nature, faculty should require a phone conversation with the student and use a personal information reference point as a security check. FERPA protection applies in online communication where identity verification can be sensitive.

E. Discussion and Interaction

In order to create an online course most like a traditional offering, faculty need to replicate the student to student and student to faculty interaction and discussion that occurs in a classroom.

The Discussion Board and chat feature provide such opportunity. Faculty must be part of and vigilant to the interactions occurring on the discussion board. In particular, it is the role of the faculty to maintain an academic tone, keep the discussion on point and comment on postings. The discussion portion of the course can be the most important tool used; making sure that all students are participating and that such participation (similar to attendance) is required frequently and regularly.

F. Gradebook

Moodle contains a gradebook option, sufficient to provide students an appropriate amount of feedback regarding their grades. Faculty should maintain current student grade information in the gradebook feature.

Faculty should also maintain a back up electronic copy of each semester's gradebook as well as a hard copy, forwarded to the appropriate division chair. All final grades should correspond to those submitted to the registrar's office.

Documentation for on line courses should equal that of a traditional course. Course grade documentation should provide enough information to support the grade as submitted to the registrar.

G. Accessibility

As faculty develop, upgrade and maintain on line coursework, student access is a primary concern. Certain technical requirements, high speed access and file types can impact a student's ability to access portions of an on line course. Faculty should note, whenever possible, specific technical and software requirements to assist the students in consideration of on line learning. The technical requirements and current campus platform are determined by the Information Technology Department.

Faculty should also note in the syllabus any specific requirements for student submission of documents (i.e. word format, software version, email attachment, etc.). Any instructions necessary to assist students in proper electronic submission of assignments should be included in the course syllabus and announcements.

Technical accessibility can be a factor for students. Faculty should make every effort to mitigate the impact of technical accessibility issues for students.

Use of the "Online Student Agreement", see Appendix D, can help students determine their level of readiness and technical preparedness for online study.

H. Tools for Student Use

In the development of an on line course, faculty should provide to students appropriate orientation materials to optimize their success in the course. While technical skills alone cannot insure student academic success, no student should encounter a technical barrier within a course.

Particularly if using a new tool, faculty should provide a link within their course to a "Help" feature or to an orientation option for the new tool.

The Instructional Designer can help faculty identify potential problem tools for students; in addition, participation by faculty in the campus Moodle users' discussion group can provide additional resources.

I. Technical Failures

Faculty should provide students specific information regarding any deadline and submissions should a technical failure occur. This should include: how to contact the instructor outside of the Moodle framework, how to make a submission outside of Moodle, and generally, how to alert the instructor and the appropriate campus personnel should Moodle fail.

J. Academic Honor Code

To insure student access to its terms, faculty may elect to post the Academic Honor Code on the course site. Like all courses, faculty will articulate to the students any specific terms and conditions associated with the Academic Honor Code. A specific statement should be included within the course syllabus regarding possible outcomes associated with violations of the Honor Code.

VI. Conclusion

A. Time "In" Class

Like on line faculty tell students, on line courses are not a "short cut" version of a traditional lecture class. Faculty should expect to spend a similar amount of "in class" time in running their on line courses as they would a traditional lecture class. Please note, "in class" time does note include course preparation time, course construction time, or test/quiz construction. Like a traditional class, these are tasks completed outside of the classroom.

B. Student Learning

The goal of the distance learning program at East Central College is to provide access to learning. Each on line course should offer the same basic components; for instance, if a traditional course has as a major component class discussions, the on line version should duplicate, using the available tools, this component of the course.

At the end of the on line course, students should satisfy the same assessment requirements, meet the same learning objectives and have the same learning experience as a student in a traditional setting.

C. Course Maintenance

To the extent possible, faculty should maintain all references, postings, discussion items, submissions and correspondence within the Moodle course. In particular, faculty should maintain only one gradebook for the online class, within Moodle and accessible to all students in the course. Copies and backup should be maintained separately.

All instructors are responsible for the opening and closing of their respective web courses, regardless of type. Faculty should be familiar with the availability settings for their web courses. All blended and online courses will be opened on the first day of class in a given semester by the Instructional Design Department if they are not already available.

All faculty using the online learning system will be knowledgeable in the use of course backup tools. Each faculty member should be able to back up their course and user data.

D. The Role of the Instructional Designer

The role of the Instructional Designer is to support Moodle and Moodle course construction. The Instructional Designer and other staff will not support the use of publisher websites and their requisite links. Faculty choosing to use such websites as their course will find support limited to any associated Moodle framework.

Appendix

Document List:

A.   Distance Learning Option Descriptions

B.   Application for Distance Learning Course

C.   Technology Survey

D.   Online Student Agreement

E.   Distance Education Program Review Outline

Distance Learning Course Options

Web On-Line

Course is taught entirely on-line. Other than any optional orientation sessions, students will submit all work, including tests and assignments, on-line. No campus attendance is required for successful completion of this course.

Web Blended

Course is taught primarily on line. Students will be required to be on campus for study sessions, quizzes and/or tests and/or finals, viewing DVD's or tapes, meetings with instructor, etc. All required meetings times and dates will be published, with the exception of required testing to be done within a window of time in the Testing Center.

Web Hybrid

Course meeting time is reduced by a maximum of 50%; remainder of course is taught as an on-line class. Students will be required to attend class meetings on a regular, scheduled basis; scheduled class meeting times will be published in advance.

Web Enhanced

Course will meet at a regularly scheduled class time. Students will be required to use Moodle for resource and course support material; quizzes, discussions and other submissions may be required via Moodle. Students should have access to a computer on an ongoing, regular basis.

Web Supported

Course materials, reference sources and other course materials are available via Moodle. Students will not be required to submit any course requirement using Moodle.

Appendix B

Application for Distance Learning Course

Submitted by:_____ **Division:**_____

Title of Course:_____

Check One: _____ **Web online**   _____ **ITV**   _____**Web Hybrid**
                     _____ **Web Enhanced**   _____ **Web Supported** _____**Web Blended**

Course Status _____**New** _____**Existing (changing delivery format only)**

Please submit the following course documents:
- **Course syllabus for any new course; please identify how the method of delivery for Distance learning will be incorporated**
- **Outline the Learning Activities in the course and their relative technical applications**
- **Describe the technology used for the nature and objectives of the course.**
- **Describe the Assessment methods used to measure student learning of course objectives**
- **Describe strategies used to ensure student integrity in the assessment process**
- **Document strategies to ensure equivalency to classroom/traditional delivery of the course**

If an existing course, please submit the syllabus the official course syllabus; include information on course modifications required for distance delivery.

When will the course first be offered? _____   ____Fall ___Spring ___Summer

Please describe your level of expertise in the use of learning management systems:
  ____ **Beginner** _____ **Intermediate User** _____**Expert**

Please describe the amount of technical assistance you will need from the Instructional Design Office ____ **Minimal** ____ **Moderate** ___**Extensive**

Describe your intended student orientation plan:
 _____ **On Campus Course Orientation** _____ **Online orientation**

Division Chair Review:_____

Instructional Design Review:_____

Approval by Dean of Instruction:_____

Date:_____   **Copy to:**_____

Appendix C

ECC Technology Survey   Spring 2009

_____ Support Staff   _____ Faculty   _____ Administration/Professional Staff

Length of Employment: ___0-3 Years   ___4-7 Years   ___8 or More Years

The survey information below will help East Central College determine the technologies being used and the frequency of use; with this information, college staff can determine current and future support and training needs.

What types of technology do you currently use for work or teaching your classes?
First, please select the letter that corresponds to your level of use for each technology.
In addition, please also select the **"T"** next to technologies you would like to receive initial or additional training for.

F – Frequently   **S** – Sometimes   **N** – Never   **T** - Training

F S N T   Traditional Blackboard/Whiteboard
F S N T   Overhead Projector
F S N T   Document Camera
F S N T   Slides/Slide Carousel
F S N T   Digital Camera/Camcorder
F S N T   iPods/Podcasting (creating audio/video media for Web playback/download)
F S N T   PC/Microsoft Based Computer/Software
F S N T   Macintosh Based Computer/Software
F S N T   Basic computer to projector to screen set up
F S N T   TV on a cart with DVD/VHS player
F S N T   Videotape Media – Circle which kind (VHS, S-VHS, MiniDV)
F S N T   Digital Video/Resource Playback Media (CDs, DVDs)
F S N T   Digital Storage Media (Example: Jumpdrives, Specialized Server, etc.)
             Please list: _____
F S N T   Smartboard
F S N T   eBeam Classroom system
F S N T   Moodle Course Management System
F S N T   ITV – Interactive Television Classroom
F S N T   Textbook/Publisher's Electronic Resources (CDs, Online Content)
F S N T   Discipline Specific Computer Software (AutoCAD, Portfolios, etc.)
             Please list: _____
F S N T   Discipline Specific Technology (Cars, Machine Tooling Equipment, etc.)
             (You don't need to list each piece, just the types you use in teaching)
             Please list: _____

Any additional technology/equipment/software that you use that is not listed above?
_____

Any technology or software you can recommend that ECC may consider for future use?
_____
(continued on back)

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Just a few more questions about your technology use:

F – Frequently   **S** – Sometimes   **N** – Never   **T** - Training

Colleague Usage
F S N T Colleague
F S N T eCentral

Basic Computer Software (Microsoft Office)

F S N T   PowerPoint
F S N T   Word
F S N T   Excel
F S N T   Access
F S N T   Outlook
F S N T   Publisher
F S N T   Producer for PowerPoint

If you use a LMS (Moodle course management system):

F S N T   Discussion Board/Forum
F S N T   Moodle Email
F S N T   Chat
F S N T   Gradebook
F S N T   Quizzes/Surveys
F S N T   Whiteboard
F S N T   Calendar
F S N T   Student Presentations
F S N T   Student Homepages
F S N T   Syllabus/Assignments Content
F S N T   Other (please list) _____

If you use Smartboard classroom technology, how do you use it?

F S N T   Only for projection of sources – computer, VCR, DVD Player, etc.
              (Smartboard is only used as "screen" – not interactive)
F S N T   I use it to navigate – interactive - touch the board to operate computer settings
              or to advance PowerPoint slides, etc.
F S N T   I "write" on the Smartboard during lectures - interactive
F S N T   I use it to save my newly written lecture notes as an electronic file for the Web
F S N T   Other (please list) _____

Basic Campus Technology
F S N T   Telephones (How to transfer a call, retrieve voicemail, change groups, forward
              messages, etc.)

Thank you for completing our brief survey. Your input is invaluable!

Appendix D

Online Student Learning Agreement

Student Name:_____ ID Number:_____

Advisor's name:_____ Program:_____

Online Course:_____

Directions to Students: Please initial the line in front of each statement below as acknowledgement of your understanding of these online learning requirements. If you have any questions, please contact your online instructor.

_____ 1. I have used eCentral to register for class, check my grades, access my personal information or review my transcript.

_____ 2. Based on previous enrollment or my placement test results, I have completed or I am not required to enroll in EN 0103 (College Content Reading), EN 0203 (Reading Comprehension), or EN 0133 (Introduction to Writing).

_____ 3. I have access to a computer a minimum of 15 to 20 hours per week and I can access this computer a minimum of 3 to 5 times per week. I understand that the computer I use must have the appropriate software required for my on line course (all ECC campus computers have the appropriate software).

_____ 4. I can send and receive emails and handle attachments, via a download or upload.

_____ 5. I am proficient in the use of a word processing program and have keyboarding experience.

_____ 6. I have experience in downloading software or documents; I am comfortable in accessing the internet and the use of a web browser.

_____ 7. I am capable of downloading and installing the tools necessary to fully access my online class.

_____ 8. I know my log in and password information to access my online class.

_____ 9. I have read and understand the Information Technology Policy and the Academic Honor Code.

Comments:

Appendix E

Distance Education Program Review		
ECC Institution	**Faculty**	**Students**

Process:
New Course Application (Dept, Division, Dean) Academic Council
Program/Department Review (3 year cycle) Course Review
LMS infrastructure & IT support distance learning and technical evolution
Training in LMS system (WebCT/Moodle)
	Process:
	Apply for develop course (Dept, Division, Dean)
	Professional Development for media application & distance learning
	Course content:
	   Orientation needed [time, location, etc.]
	   Assessment [proctored/online]
	   Synergy between on-campus & online
	      course content
	Faculty evaluate courses (online & on-campus) implement gradually until each department has reviewed each course offering
	   (full-time and adjunct faculty, inclusive)
		Process:
		Prepared for online learning & LMS – pre-assessment class (similar to ASSET testing) before enrolling (LMS Tech Assessment – include READI)
		Student services (TLC, Tutor, Testing, Help Desk, online FAQ)

Measures: Cost effectiveness Faculty Survey [Resources, Services, IT needs, Training, etc.] Offerings Increase/decrease (5 categories) Student survey for Institutional Resources (Advisement, Online Registration, Bookstore, Financial Aid, etc.)	**Measures:** Student Survey Student retention Departmental Exams Retained Student performance Faculty QOCI completed form Faculty End of Semester Evaluation of class	**Measures:** Students' completion Web vs. On-Campus Students' completion ECC vs. other College online courses READI results to Student Completion of Online
Documents: 1 Application for Distance Learning Course 2 ECC Technology Survey 3 Student Services Survey – Auxiliary Services	**Documents:** 4 Faculty End of Semester Evaluation of Course 5 Faculty QOCI Checklist 6 Faculty QOCI Form	**Documents:** 7 Process Students LMS Readiness 8 Student Evaluation with Distance Learning