

**Bethune-Cookman University**  
**Undergraduate**  
**Distance Learning**  
**Policy and Procedures Manual**



**3<sup>rd</sup> Edition**

**2009-2010**

**Office of Academic Computing**  
**Center for Information Technology**

## Preface

This manual addresses such topics as the B-CU distance learning course administrative lifecycle and related policy matters, the distance learning delivery system, and faculty/student resources and support for distance learning. Included, as well, are appendices that provide key documents associated with distance learning quality and standards, approvals forms, and user agreements. This manual has been created and maintained to be used by all faculty as they prepare for and deliver online and hybrid distance learning courses. The purpose of the manual is to help ensure a distance learning program of the highest-quality that is in keeping with the University's mission and goals.

## Annual Review of Policies and Procedures

The policies and procedures stated in this manual are reviewed and updated annually by the Office of Academic Computing, or as required by changes in technology, organizational structure, or administrative procedures.

## Acronyms & Abbreviations

The following acronyms and abbreviations may be used in this manual.

AC	Academic Computing
ACAB	Academic Computing Advisory Board
ACC	Academic Computing Consultant
ACT	Academic Computing Team
Bb	Blackboard
B-CU	Bethune-Cookman University
CIT	Center for Information Technology
DAB	Daytona Beach
DAC	Director of Academic Computing
DL	Distance Learning
ECDS	Experimental Course Shell Development
EdTech	Educational/Instructional Technology
ELA	eLearning Administrator
F2F	Face-to-face
FDC	Faculty Development Center
FDLC	Florida Distance Learning Consortium
GUI	Graphical User Interface
ID	Instructional Designer
LMS	Learning Management System
MABB	Dr. Mary McLeod Bethune Blvd.
OAC	Office of Academic Computing
SREB	Southern Regional Educational Board
SACS	Southern Association of Colleges and Schools
TCDS	Temporary Course Shell Development

## Bethune-Cookman University Distance Learning Policy and Procedures Manual

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## **Part I - Administrative Structure**

### **Distance Learning at B-CU: A Collaborative Team Effort**

The B-CU Office of Academic Computing plays the lead role in the development and coordination of programs and services to support successful distance learning courses and programs at the University. The Office of Academic Computing is supported by a collection of personnel, administrative, and technical resources assembled to facilitate the development, marketing, and delivery of distance learning. This collection functions as a team that provides a wide range of resources and assistance for faculty and specialized support services for distance learning students, including clear contact points for information and assistance allowing for maximal use of University resources with a minimum of duplication and to ensure consistent and fair policies and procedures related to faculty and students. A well-coordinated program managed through a central office improves the overall quality of the distance learning program and strengthens the University's image as a technologically-strong institution and a quality provider of distance learning instruction.

In light of the institutional resources required to develop, market, and implement a distance learning course, it is important to view each one as the result of a collaborative team partnership between the academic department and school offering the course, and Office of Academic Computing staff and others. It is appropriate and accurate, then, to speak of each such course as "approved by," "housed in," and "offered by" a specific academic department and University, but also "coordinated through," "supported by," and "facilitated by" Academic Computing. Members of the distance learning team include:

- Faculty Member
- Department Head
- School Dean
- Academic Computing Consultant
- Director of Academic Computing
- Academic Computing Instructional Designer
- Academic Computing eLearning Administrator
- Faculty Technology Mentor
- Academic Computing Advisory Board
- Technical Support
  - School Technical Support Specialist
  - CIT Network Administrator
  - CIT User Support Services HelpDesk
- Library Support

### **Team Roles and Responsibilities**

#### **Faculty Member**

The faculty member serves as the "content expert" and "developer" for their assigned distance learning course. New faculty members will begin the distance learning administrative process through the Office of Academic Computing, and specifically through an initial consultation meeting with the Director of Academic Computing or a designated Academic Computing Consultant.

#### **Department Head**

The department head is responsible for approving new distance learning courses and to support the strategic development of distance learning courses and programs in their respective departments.

Academic departments which offer distance learning courses are encouraged to develop a webpage (within their own departmental website) which will provide information about distance learning courses offered by their departments. Departmental pages of this kind should include links to the Office of Academic Computing's distance learning website. These linkages are important for directing students to information about the full range of services available to them as distance learning students, as well as to

information about other distance learning opportunities at the University. In turn, all of the University's distance learning courses will be posted on the Office of Academic Computing's site, with links in a manner which provides clear and convenient access from Office of Academic Computing pages to individual department sites, and back again.

### **School Dean**

The school dean, similar to the department head, is involved in the approval process for new distance learning courses, and supports strategic planning for appropriate growth of school-wide distance learning courses and programs. Additionally, the school dean should encourage departments to develop their webpages on the B-CU website and to have these pages provide clearly identified distance learning course information and provides linkages to the Office of Academic Computing's website, where appropriate.

### **Academic Computing Consultant**

The Academic Computing Consultant may be any member of the Academic Computing Team (ACT). This is a new distance learning faculty member's primary point of contact in the Office of Academic Computing for the New Distance Learning Faculty Assistance Program.

### **Director of Academic Computing**

The Director of Academic Computing (DAC) helps ensure that the distance learning administrative process proceeds smoothly and on schedule. The DAC provides policy guidance and ACT programs and services coordination. This ACT member is instrumental in the course approval phase of the DL Course Lifecycle.

### **Academic Computing Instructional Designer**

An instructional designer (ID) is available in the Office of Academic Computing to assist faculty in the design and development process involved with planning, building, and delivering a distance learning course. This ACT member is instrumental in the course development phase of the DL Course Lifecycle. Duties include overseeing the course development and review process for new online courses; managing the New DL Faculty Program and the DL Faculty Assistance Program

### **Academic Computing eLearning Administrator**

The primary role of the eLearning Administrator is to maintain the "front-end" of the institution's LMS, Blackboard. This ACT member is instrumental in the course management phase of the DL Course Lifecycle. Responsibilities include tracking course scheduling and registrations, timely and consistent creation of distance learning course shells, processing and managing TCDS and ECDS course shell requests, faculty and student communication associated with the LMS, and course wrap-up procedures. This person partners with the Director of Networking, who is responsible for the "back-end" of the LMS including the application database and servers, to ensure efficient, reliable, and secure operation.

### **Faculty Technology Mentor**

The B-CU Faculty Technology Mentoring Program trains faculty leaders to serve as mentors for colleagues. Faculty mentors assist their peers in identifying ways to enhance standards-based instruction and to offer their students engaging, technology-rich, learning activities and effective electronic assessments.

### **Academic Computing Advisory Board (ACAB)**

ACAB provides leadership, expertise, and planning advisement to the Academic Computing Team (ACT) for the purpose of policy and project development in the areas of distance learning and educational technology. ACAB aims to support and promote effective and quality technology integration throughout the teaching and learning process in keeping with the mission, goals, and culture of the University.

ACAB is composed of four committees, addressing four primary areas of policy and project development at the Office of Academic Computing:

- Administration and Policy Committee
- Faculty Services and Support Committee
- Student Services and Support Committee
- Academic Computing Infrastructure Committee

Current 2007-2008 ACAB members are listed in Appendix 1.

### **Technical Support**

Faculty, staff, and students in need of support for troubleshooting technical issues have access to help around the clock from the following sources:

- *School-Based Academic/Technical Support Specialist*: provides support with localized, general technical support
- *CIT User Support Services HelpDesk*: available during regular business hours for all technical support needs
- *Presidium Learning*: available at a toll-free number, this external partner gives 24/7 specialized WebCT/Blackboard technical support
- *Office of Academic Computing*: ACT members are available via website contact form, telephone (ext. 2287), email [acadcomp@cookman.edu](mailto:acadcomp@cookman.edu), or in-person at 585 Mary McLeod Bethune Blvd. for technical support. Any inquiries for support will be returned within 24 hours during business days.

### **Library Support**

The Bethune-Cookman College library provides off-campus access to its academic journal collections, circulation collection, and other significant collections (including NetLibrary) to all faculty. Faculty must have a valid B-CU ID and activated library number to access this information. The Library Director and Bibliographic Instructor provide programs and services to meet the needs of distance learners and faculty.

**The Independent Administrative Status of the School of Graduate and Professional Studies**

Online undergraduate courses that are part of the Professional Studies program and all online graduate courses are administered and supported through the Office of Instructional Technology in the School of Graduate and Professional Studies.

**B-CU Distance Learning  
Administrative & Support Structure**

Similarly, faculty assistance and student support for any graduate and professional studies courses likewise originates from the School's staff. Distance learning courses and programs from all other B-CU schools are administered and supported by the Office of Academic Computing.

## **Part II – The Distance Learning Program**

### **Distance Learning @ BCU: Program Description**

The distance learning program at B-CU is an extension of existing academic programs delivered through distance learning technologies that balance an anytime, anyplace asynchronous approach with synchronous opportunities for interactive and engaging community-building.

### **The Distance Learning Delivery System**

B-CU's learning management system (LMS), Blackboard, is used in conjunction with numerous software tools such as Respondus, Studymate, Turnitin, and others to provide a seamlessly integrated delivery system for effective teaching and learning in web-based environments.

All distance learning software, with the exception of content-specialized software, has been licensed by B-CU through The Center for Information Technology (CIT). The LMS is administered through a partnership between the Office of Academic Computing and Network Services.

The LMS provides:

- an interface that allows for customized design and look for each course (color schemes, content organization, navigation, and page layout)
- a set of educational tools to facilitate learning, communication, collaboration, and assessment
- a set of administrative tools to assist the instructor in course delivery, design, and continual improvement

### **Web-Based/Online vs. Web-Supported/Hybrid Distance Learning Courses**

To assist in establishing campus policies and procedures, the Office of Academic Computing makes a distinction between "web-based" online courses and "web-supported" hybrid courses. Web-based online courses are those in which the Web substitutes for the majority (<50%) of face-to-face class meetings while web-supported hybrid courses are those in which the Web substitutes for less than 50% of class meetings. Hybrid courses should be used primarily for providing supplementary resource materials and interaction and should be used on a very limited basis as a substitute for regular, face-to-face classroom interaction.

Web-supported (Hybrid) Courses at Bethune-Cookman University are traditional face-to-face courses that use web tools to supplement traditional classroom activities.

Web-supported courses are traditional face - to - face courses that have successfully incorporated pedagogically sound uses of web technology into the design and delivery of the course. The most common application for web-supported courses is the course management system Blackboard. Blackboard is a user friendly, campus supported technology that allows the professor to post syllabi, create asynchronous discussions, archive lecture notes, and provide review strategies such as quizzes, Power Points and online "office hours".

In a web-supported course, the class meets just like a traditional class, in classroom, with an instructor at the regular scheduled day, time and location. Seat time is not replaced but components of your course will be accessible 24/7 via Blackboard. Online activities vary depending on the instructor and course requirements.

The Hybrid course "is not" intended to take the place of any scheduled class meeting times. It is intended to provide instructors and students with an additional medium in which to facilitate a course. Some examples of use for hybrid courses within the Blackboard Learning management System are; using the

gradebook, having students take their exams online, posting lecture notes, providing additional resources via website links, discussion board chatting, chat-room chatting, etc.

### **Academic Quality and Distance Learning Program Assessment**

Ensuring academic quality in all facets of distance learning is a top priority for the Office of Academic Computing. B-CU distance learning courses and programs undergo the same academic review and scrutiny as academic programs offered on the University's traditional campuses. In addition, the Office of Academic Computing and its collaborative team partners provide the same level of support services that faculty and students receive at the main campus. Three documents, described below and found in the appendices, set the standards and benchmarks to which the distance learning program at B-CU are measured. To ascertain the quality of distance learning at B-CU and provide direction for improvement, all courses and programs will be assessed and evaluated on a regular basis. All distance learning instructors are expected to support and assist with assessment procedures.

#### ***B-CU Institutional Best Practices for Distance Learning***

To achieve the highest quality distance learning program possible at B-CU, it is important to ensure that the necessary institutional infrastructure and support is in place to achieve this aim. The Office of Academic Computing uses principles set forth in *B-CU Best Practices for Distance Learning* (Appendix 3) to assess its organizational efforts in producing successful distance learning programs and services. The practices are compiled and adapted from *Best Practices for Electronically Offered Degree and Certificate Programs* by the Southern Association of Colleges and Schools (SACS) and *Principles of Good Practice for Distance Learning/Web-Based Courses* from the Missouri Department of Higher Education.

#### ***B-CU Distance Learning Course Design Standards***

It is expected that web-based online courses will be developed and implemented with the quality and integrity standards comparable to traditional campus-based courses along with additional standards required of a web-based learning environment, as outlined *B-CU Distance Learning Course Quality Standards* (Appendix 4). Web-supported hybrid courses are assessed using a modified version of the online course assessment instrument.

#### ***B-CU Distance Learning Course Instructional Standards***

The Office of Academic Computing uses standards (Appendix 5), derived from the Southern Regional Educational Board as the basis for distance learning faculty evaluation. These standards are used to measure academic preparation, content knowledge, online skills and delivery, and other elements that result in quality online instruction and are included in the student rating of instruction.

### **Faculty Information**

#### **Faculty Training**

All faculty who teach online or hybrid courses must complete a Blackboard Certification Training Session.

#### **Distance Learning Faculty**

The University is committed to using its on-campus, full-time faculty for distance learning instruction in every case possible. When on-campus, full-time faculty are not available, every effort will be made to utilize faculty who meet the qualifications outlined in the B-CU Faculty Handbook and which are consistent with the criteria used in campus-based courses of the regular academic program. Academic departments retain control of faculty selection for their courses.

## **Faculty Load**

Online courses may be offered either as part of faculty's regular load, out-of-load (in addition to faculty's regular load), or by adjunct faculty. This decision is the responsibility of the faculty member's school. The Office of Academic Computing recommends each school determine their own limits, as is appropriate to the content areas involved. We do not state any recommended limit for hybrid courses, since hybrid courses are intended to be a supplement only to face-to-face instruction and are an excellent learning management resource for all students.

## **Syllabi Requirements**

Syllabi are required for distance learning courses and must meet the same content requirements that apply to all campus academic courses. Syllabi must include:

- instructor information
- prerequisites
- course description (as listed in course catalog)
- main course goal
- course competencies and outcomes
- impact on B-CU mission and student learning outcomes
- course objectives
- methods of instruction
- activity, assignment and assessment descriptions
- schedule
- grading policy
- attendance policy
- communication requirements (email, announcements, discussion board, chat, virtual classroom, etc.)
- any required face-to-face sessions with dates, times, and locations (online courses only)
- required textbooks and supplemental materials
- special hardware and software requirements

The syllabus must be posted in every distance learning course and it is the instructor's responsibility to update syllabus information prior to the start of each semester. A syllabus template is provided.

All syllabi for new online courses must be submitted to the department head/school dean prior to the launch of the pilot course. Then, each semester a course is taught online, the instructor must send the department head an updated syllabus. Particular attention should be given to changes in face-to-face meeting dates, times, and locations; textbooks and supplemental materials; and dates of exams and assignments, etc. Substantial changes to course content or instructional design of the course must be submitted to the department head and school dean for approval.

## **Compensation**

The Office of Academic Computing does not provide any compensation for administrative, development or instructional services provided by faculty for distance learning courses.

## **Communication with the Office of Academic Computing**

Office of Academic Computing staff will communicate with faculty primarily through B-CU email to assure a record of all communication. It is the responsibility of faculty to properly maintain their email accounts as to assure that enough free space is available to receive communication. An email tutorial that provides instruction on email account maintenance is available from the Office of Academic Computing and User Support Services.

## Part III - The Distance Learning Course Lifecycle

### **Distance Learning (DL) Course Lifecycle Administration Policy**

**Note:** The Distance Learning Course Lifecycle Administration Policy will go into effect as of August 1, 2007.

#### **Three Stages of the DL Course Lifecycle**

- Stage 1. Course Approvals
- Stage 2. Faculty Preparation & Course Development
- Stage 3. Course Management

The procedures associated with these stages vary depending on the classification of the faculty member (new or experienced), and the type of distance learning course (hybrid or online). In the case of online courses, whether the course is a new course or an existing course is also taken into consideration when determining the lifecycle administration formula. All faculty are responsible for creating their own hybrid courses, whereas an online course may be reproduced and additional sections taught by other instructors. There are six possible combinations:

#### **Faculty Classification + Distance Learning Course Type**

**New DL Faculty + Hybrid Course**

**Experienced DL Faculty + Hybrid Course**

**New DL Faculty + New Online Course**

**New DL Faculty + Existing Online Course**

**Experienced DL Faculty + New Online Course**

**Experienced DL Faculty + Existing Online Course**

# New Distance Learning Faculty

<b>Hybrid Courses</b>	<b>Online Courses</b>
<b>New DL Faculty</b> <ul style="list-style-type: none"> <li>No prior experience with hybrid or online teaching at B-CU</li> </ul>	<b>New DL Faculty</b> <ul style="list-style-type: none"> <li>No prior experience with online teaching at B-CU</li> <li>May have previously taught a hybrid course</li> </ul>
<b>Stage I - Course Approvals</b>	
<b>Three-Step Approval Process</b> <ul style="list-style-type: none"> <li>Initial Consultation</li> <li>Letter of Agreement</li> <li>Course Registration</li> </ul>	<b>New Online Courses: Four-Step Approval Process</b> <ul style="list-style-type: none"> <li>Initial Consultation</li> <li>Course Proposal                             <ul style="list-style-type: none"> <li>✓ Course Approval Application</li> <li>✓ Department Checklist</li> <li>✓ F2F Syllabus</li> </ul> </li> <li>Letter of Agreement</li> <li>Course Registration</li> </ul> <b>Existing Online Courses: Three-Step Approval Process</b> <ul style="list-style-type: none"> <li>Initial Consultation</li> <li>Letter of Agreement</li> <li>Course Registration</li> </ul>
<b>Stage II - Faculty Preparation &amp; Course Development</b>	
<b>Professional Development</b> <ul style="list-style-type: none"> <li>Blackboard Certification (8 hours)</li> <li>AC Faculty Technology Mentoring Program</li> </ul> <b>Hybrid Course Development Assistance</b> <ul style="list-style-type: none"> <li>1-1 Development Session</li> <li>Course Review &amp; Release</li> </ul>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>Blackboard Certification (8 hours)</li> <li>AC Faculty Technology Mentoring Program</li> </ul> <b>New &amp; Existing Online Courses: Course Development Assistance</b> <ul style="list-style-type: none"> <li>1-1 Development Sessions</li> <li>Course Review &amp; Release</li> </ul>
<b>Stage III - Course Management</b>	
<ul style="list-style-type: none"> <li>Course Management Checklist</li> <li>Milestones</li> <li>Pilot Course Assessment, Evaluation &amp; Feedback</li> </ul>	<b>New Online Courses</b> <ul style="list-style-type: none"> <li>Course Management Checklist</li> <li>Milestones</li> <li>Pilot Course Assessment, Evaluation &amp; Feedback</li> </ul> <b>Existing Online Course</b> <ul style="list-style-type: none"> <li>Course Management Checklist</li> <li>Milestones</li> <li>Course Assessment, Evaluation &amp; Feedback</li> </ul>

## Experienced Distance Learning Faculty

Hybrid Courses	Online Courses
<b>Experienced DL Faculty</b> <ul style="list-style-type: none"> <li>Has prior experience teaching with hybrid courses to support face-to-face classroom instruction at B-CU</li> </ul>	<b>Experienced DL Faculty</b> <ul style="list-style-type: none"> <li>Has prior experience teaching online courses at B-CU</li> </ul>
<b>Stage I - Course Approvals</b>	
<b>Existing &amp; New Hybrid Courses: One-Step Approval Process</b> <ul style="list-style-type: none"> <li>Course Registration</li> </ul>	<b>Existing Online Course: One-Step Approval Process</b> <ul style="list-style-type: none"> <li>Course Registration</li> </ul> <b>New Online Course: Three-Step Approval Process</b> <ul style="list-style-type: none"> <li>Course Proposal                             <ul style="list-style-type: none"> <li>✓ Course Approval Application</li> <li>✓ Department Checklist</li> <li>✓ F2F Syllabus</li> </ul> </li> <li>Letter of Agreement</li> <li>Course Registration</li> </ul>
<b>Stage II - Faculty Preparation &amp; Course Development</b>	
<b>Existing &amp; New Hybrid Courses Professional Development</b> <ul style="list-style-type: none"> <li>None required</li> <li>Professional development available</li> </ul> <b>Hybrid Course Development Assistance</b> <ul style="list-style-type: none"> <li>None required</li> <li>Assistance and support available</li> </ul>	<b>Existing Online Course Professional Development</b> <ul style="list-style-type: none"> <li>None required</li> <li>Professional development available</li> </ul> <b>Online Course Development Assistance</b> <ul style="list-style-type: none"> <li>Assistance and support available</li> </ul> <b>New Online Course Professional Development</b> <ul style="list-style-type: none"> <li>None required</li> <li>Professional development available</li> </ul> <b>Online Course Development Assistance</b> <ul style="list-style-type: none"> <li>Assistance and support available</li> <li>Course Review &amp; Release</li> </ul>
<b>Stage III - Course Management</b>	
<b>Existing &amp; New Hybrid Courses</b> <ul style="list-style-type: none"> <li>Pilot Course Assessment, Evaluation &amp; Feedback</li> <li>Additional assistance and support available</li> </ul>	<b>Existing Online Course</b> <ul style="list-style-type: none"> <li>Additional assistance and support available</li> <li>Course Assessment, Evaluation &amp; Feedback</li> </ul> <b>New Online Course</b> <ul style="list-style-type: none"> <li>Pilot Course Assessment, Evaluation &amp; Feedback</li> </ul>

**Distance Learning Online Course Approvals**

Most courses considered for web-based online delivery will come from approved courses already in the curriculum. New courses proposed for web delivery but not yet in the curriculum will go through the standard curricular approval process. In addition to curricular approval, all web-based online courses must receive administrative approval following the steps outlined below including prior approval by the originating department head and the school dean. The administrative approval of new web-based online courses for both new and experienced distance learning faculty involves the two steps as outlined below:

**Step One.** The faculty Member prepares a course proposal packet that includes (1) Online Course Approval Application (Appendix 6) (2) an Academic Department’s Proposed Online Course Approval Checklist completed and signed by the faculty member’s department head and school dean. (Appendix 7); and (3) a face-to-face course syllabus.

**Step Two.** The course proposal packet is submitted to the Director of Academic Computing for final approval and a Temporary Course Development Shell is created and released for faculty development. Email notification is sent to the faculty member, department head and school dean when this is accomplished.

Distance Learning Course Approval Application Deadlines		
Faculty Classification + Distance Learning Course Type		
<ul style="list-style-type: none"> <li>• New DL Faculty + Hybrid Course</li> <li>• New DL Faculty + New Online Course</li> <li>• New DL Faculty + Existing Online Course</li> <li>• Experienced DL Faculty + New Online Course</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced DL Faculty + Hybrid Course</li> <li>• Experienced DL Faculty + Existing Online Course</li> </ul>	
Application Deadline		
Fall Semester Launch	Jan 15	No application necessary
Spring Semester Launch	Sept 15	
Summer A/B Launch	Jan 15	

### **New Distance Learning Faculty Assistance Program Description**

Faculty that have no prior experience teaching online or hybrid courses at B-CU are required to participate in the New Distance Learning Faculty Assistance Program. This program includes the following steps, outlined below.

### ***(Tentative) New Distance Learning Faculty Assistance Program Timeline & Procedures***

The timeline and procedures for a new distance learning faculty member is approximately as follows:

<b>Timeline</b>	<b>Procedures</b>
Fall Semester Launch – prior to Jan 15 Spring Semester Launch – prior to Sept 15 Summer A/B Launch – prior to Jan 15	<b>Step One.</b> The faculty member contacts the Director of Academic Computing for an Initial Consultation meeting at <a href="mailto:acadcomp@cookman.edu">acadcomp@cookman.edu</a> .
Fall Semester Launch – prior to Jan 30 Spring Semester Launch – prior to Sept 30 Summer A/B Launch – prior to Jan 30	<b>Step Two.</b> The faculty member follows the approvals process for their new distance learning course as described in the above chart.
Fall Semester Launch – Jan 30 Spring Semester Launch – Sept 30 Summer A/B Launch – Jan 30	<b>Step Three.</b> The faculty member reviews, signs and returns the B-CU Distance Learning Faculty Letter of Agreement and receives a timeline for the remaining program steps from their Academic Computing Consultant.
Fall Semester Launch – Feb 15 Spring Semester Launch – Oct 15 Summer A/B Launch – Feb 15	<b>Step Four.</b> The faculty member completes professional development as outlined in the above chart.
Fall Semester Launch – Mar 15 Spring Semester Launch – Nov 15 Summer A/B Launch – Mar 15	<b>Step Five.</b> The faculty member participates in 1-1 course development sessions with an Academic Computing Team member to plan, design, and build their online or hybrid course in a Temporary Course Development Shell (TCDS). A faculty technology mentor is assigned to provide support.
Fall Semester Launch – Apr 1 Spring Semester Launch – Dec 1 Summer A/B Launch – Apr 1	<b>Step Six.</b> The faculty member's course goes through course review. Any required revisions are completed.
Fall Semester Launch – Aug Spring Semester Launch – Dec Summer A/B Launch – Apr	<b>Step Seven.</b> The official course shell is created and the faculty member copies content over from the TCDS.
Fall Semester Launch – First day of Fall Semester Spring Semester Launch – First day of Spring Semester Summer A/B Launch – First day of Summer A/B Semester	<b>Step Eight.</b> The faculty member implements and manages their online or hybrid course, following the steps outlined in the chart above.
Fall Semester Launch – Mid-Semester Spring Semester Launch – Mid-Semester Summer A/B Launch – Mid-Semester	<b>Step Nine.</b> The faculty member conducts required pilot and regular course assessment and reviews evaluation results and applies feedback to improve course design and instruction.

### **Course Ownership**

Faculty members who develop distance learning courses are not permitted to provide those courses to be offered by other institutions or entities without the approval of Bethune-Cookman University. A “no-compete” clause is included in the New Distance Learning Faculty Letter of Agreement outlining specific details regarding this matter.

### **Distance Learning Faculty Letter of Agreement (Pending Approval)**

All new distance learning faculty will be required to sign a letter of agreement which addresses topics including: services to be provided by the faculty member and the University, required course elements, course review and approval responsibilities, course assessment provisions, the respective rights of the faculty member and the University related to the use of the course and course content (Appendix 8).

**Temporary Course Development Shells (TCDS)**

For those distance learning faculty who wish to work on developing a DL course scheduled to be offered the upcoming semester prior to the time that the "official" course shell is created, a Temporary Course Developmental Shell is available. Once the "official" course shell is created, which is approximately 30 days prior to the start of the new semester, faculty can then copy content from the TCDS into the "official" course shell.

To request a TCDS, the faculty member must submit a TCDS Request through email to [acadcomp@cookman.edu](mailto:acadcomp@cookman.edu).

Once created, the TCDS will be available to the faculty developer for the development semester only. Once the next semester begins and the TCDS content has been copied into the "official" course shell, the TCDS is removed. This will happen immediately following the student add/drop date, approximately two weeks into the semester. TCDS owners will receive email notification with 48 hours warning that their TCDS will be removed from the LMS.

**Experimental Course Development Shells (ECDS)**

For those distance learning faculty who wish to work on developing a DL course with no specific launch semester date set, an Experimental Course Developmental Shells is available. It is important for faculty to understand that the creation of an ECDS is not a guarantee that the faculty member will receive approval to release and teach the course for which the ECDS is intended. The course will still be required to go through the appropriate course approvals process, according to the approval timeline.

To request an ECDS, the faculty member must submit an ECDS Request through email to [acadcomp@cookman.edu](mailto:acadcomp@cookman.edu).

Once created, the ECDS will be available to the faculty developer only for the semester during which it was created. The course will be archived and removed from the LMS two weeks into the following semester. If the faculty developer wishes to continue to receive access to the ECDS, they must submit another ECDS Request form prior to the start of the next semester. ECDS owners will receive email notification with 48 hours warning that their ECDS will be removed from the LMS.

## **Distance Learning Course Development**

### **Technical Considerations for Developing Web-Based Courses**

Unless specific exceptions are granted, faculty will be required to develop and deliver web-based courses which can be successfully implemented by utilizing the minimum computer requirements and minimum Internet connectivity requirements in order to maximize accessibility. It is recognized that minimum computer and connectivity requirements will change on an ongoing basis with new innovations in technology.

For any courses requiring special software, hardware, or technical skills, faculty must provide this information in the OAC distance learning course listing. After registration begins, additional requirements should not be added.

All web-based/online and web-supported/hybrid distance learning courses will be delivered using the campus LMS, currently Blackboard Academic Suite 8.0.

### **Copyright Procedures**

All faculty, students, and staff are required to abide by state and federal copyright laws. Acceptable and fair use of materials for educational use in a learning management system is provided for. Faculty members who use copyright materials bear legal responsibility for the use of such materials. It is the faculty member's responsibility to be sure that written copyright permissions are obtained where needed. Copyright resources may be found on the OAC website.

### **Distance Learning Course Development Template**

All distance learning courses are created in a template that contains a complete set of required elements. While a faculty member may add buttons and additional sections to a template, they must leave all required elements intact.

### **Required Elements of Distance Learning Courses**

In order to maintain academic quality and student satisfaction and success, the following elements must be present in every distance learning online course and are provided in every course shell:

#### **Distance Learning Student Participation Agreement**

This agreement (Appendix 9) outlines acceptable use and participation rules for all distance learners.

#### **Syllabus**

A course syllabus, optimized for distance learning courses, must be present in every course. Required content in a distance learning syllabus is described in the Faculty Information section of this manual. A syllabus template is provided.

#### **Schedule**

A course schedule, optimized for distance learning courses, must be present in every course. Required content in an online distance learning schedule includes, at a minimum, assignment and assessment dates and any required face-to-face meeting dates, times, and locations. A schedule template is provided.

#### **Instructor Information**

Every distance learning course instructor must provide contact information, procedures, and availability in their syllabus and in the staff information profile. Virtual office hours via chat for online courses are highly recommended.

**Faculty and Distance Learning Course Evaluations**

To assure quality and provide evidence to guide improvement efforts, every distance learning course must have students complete a required, non-graded, course evaluation and faculty "student rating of instruction" evaluation approximately midway through courses. Links to the electronic assessments are provided via email through the Office of Assessment.

**Support Resources**

Support resources, including technical support, library, and career resources are included in a Support Resources area and should not be removed.

**Announcements, Student Tools, and Communication Areas**

Every distance learning course should make use of the announcements, tools, and communication areas of Blackboard.

### Distance Learning Course Development Schedule

Distance learning course development will approximately follow the schedule shown below.

DL Course Development Schedule		
Faculty Classification + Distance Learning Course Type		
<ul style="list-style-type: none"> <li>New DL Faculty + Hybrid Course</li> <li>New DL Faculty + New Online Course</li> <li>New DL Faculty + Existing Online Course</li> <li>Experienced DL Faculty + New Online Course</li> </ul>	<ul style="list-style-type: none"> <li>Experienced DL Faculty + Hybrid Course</li> <li>Experienced DL Faculty + Existing Online Course</li> </ul>	
Schedule		
Fall Semester Launch	February-March	No set development schedule/Faculty developer may request a TCDS to work on course development prior to the creation of the "official" course shell.
Spring Semester Launch	October-November	
Summer A/B Launch	February-March	

### Distance Learning Course Review

All new DL courses go through a review by the ACT to ensure that essential course elements are present (see schedule below). Instructors of existing online and hybrid courses are responsible for reviewing and updating their course content (i.e. weblinks, etc.) regularly to assure the highest academic quality possible.

DL Course Review Schedule			
Faculty Classification + Distance Learning Course Type			
<ul style="list-style-type: none"> <li>New DL Faculty + Hybrid Course</li> <li>New DL Faculty + New Online Course</li> <li>New DL Faculty + Existing Online Course</li> <li>Experienced DL Faculty + New Online Course</li> </ul>	<ul style="list-style-type: none"> <li>Experienced DL Faculty + Hybrid Course</li> <li>Experienced DL Faculty + Existing Online Course</li> </ul>		
Schedule			
Fall Semester Launch	April	Fall Semester Launch	n/a
Spring Semester Launch	December	Spring Semester Launch	n/a
Summer A/B Launch	April	Summer A/B Launch	n/a

## **Distance Learning Course Management**

### **Course Scheduling**

Faculty, department heads, and deans coordinate to determine the appropriate number of distance learning courses for their school. Using the course coding conventions described below, each school is to submit their distance learning course roster along with their regular course roster to the Registrar's Office and the Office of Academic Computing according to the university-wide deadlines.

### **Course Registration**

It is the responsibility of the school to correctly code all distance learning courses to ensure that the courses are properly created, following these guidelines:

- Online courses are coded with the additional letter in the course code of "O" after the section letter. For example, an online version of Introduction to Psychology is PS230AO.
- Hybrid courses do not have an "O" after the section letter, rather are designated as Hybrid in the "Group" category and have the word "Hybrid" in the course title.
- Correctly list course start and end dates (if different than the regular academic calendar dates).
- Faculty should not be listed as TBA in the registration system at the time of course automatic transfer and creation. While the course will still be created, there will be students in a course with no instructor, and that's just bad practice. Have all TBA's cleared up by one month prior to the start of each semester.

A hidden code of "Y" is attached to all distance learning courses by the Registrar's Office in the AS400 registration system. This important coding allows the course to be transferred, along with all enrolled students and assigned faculty, into the LMS automatically approximately three weeks prior to the semester. This is what is termed as the creation of official course shells (see below for more information).

### **Course Enrollment Limits**

The department and/or school responsible for the distance learning course will determine the maximum enrollment limit.

### **B-CU Distance Learning Website Course Listings**

At the same time that distance learning courses are submitted to the Registrar's Office for scheduling, they must be submitted as well to the Office of Academic Computing. Course listings submitted to the OAC should include the following information, unable to be posted in the current registration system:

- **Face-To-Face Requirements for Online Courses:** If a distance learning class will have required on-campus orientations, testing, etc., it is critical that this information be included in the course listing. Submit any required face-to-face meeting dates (plus times and locations, if available). Required on-campus meetings may not be added after the course is scheduled and made available for student viewing and registration.
- **Irregular Course Dates:** Should the distance learning course follow a different set of administration dates, including course start and end dates, this information must be included in the course listing.
- **Textbooks and Supplemental Course Materials:** Submit any required textbook and/or supplemental course materials to be included in the distance learning course listing. Required materials should not be added after the course is scheduled and made available for student viewing and registration.

- **Special Technical Requirements:** Any special software, hardware, and technical skills needed to participate in a course above and beyond the normal, minimum technical requirements should be indicated in the distance learning course listing.

### **Official Course Shell Creation and Management**

Only distance learning courses properly listed in the registration system, (including accurate instructor names) will be created by the Office of Academic Computing when the AS400 system is prompted to automatically transfer DL courses into the LMS, approximately 30 days prior to the start of the new semester. Courses will be created using a template designed by the Office of Academic Computing that contains the required course elements (see pg. 18).

The automatic course transfer process will enroll students and faculty into distance learning “Y” courses on a regular basis two times daily throughout the semester.

Any changes to courses must be submitted to the Registrar’s office using a Course Adjustment form. It is highly recommended NOT to change any course coding after the semester has begun. This will result in the loss of student work.

Fields that are “owned” by Blackboard and therefore may be changed from the Graphical User Interface (GUI), or front-end, by faculty without being disturbed by the automatic updating process include:

- Course title and description –may be edited for clarity, as desired.
- Course look and feel - once a course is initially created, the design may be altered from the GUI by the system admin and/or instructor and will not be reset by the automatic course updating process.

### **End-User Management**

The integration process between the AS400 registration system and Blackboard will create new user accounts automatically. Rules governing the creation and management of Blackboard end-user accounts include the following:

#### **Student user accounts**

- All current, B-CU students have an account in Blackboard.
- No students may be added or disenrolled manually for any AS400-created courses through the GUI.
- For any courses not managed by the AS400 registration system (Bb training practice courses, for example), these courses may be manually created and users manually enrolled from the GUI.

#### **Faculty user accounts**

- Faculty user accounts are created through the AS400 registration system upon their assignment as the instructor for a distance learning “Y” course.
- Faculty accounts, once created, remain available in Blackboard indefinitely until removed by the front-end system administrator.
- Only secondary instructors may be added or disenrolled manually through the GUI, or front-end of the system for any courses managed by the AS400 registration system.

### **End-User Login Account Information**

Faculty and student user accounts use the same username and password information as the Wildcat Web.

### **End-User Access**

"Official" course shells are automatically made available to faculty at time of creation, approximately 30 days prior to the start of the semester. Those faculty who have been using a TCDS to work on course development will also receive directions in the email notification explaining how to copy course content from the TCDS into the official course shell.

Students will have access to a course on the first day of classes through the last day of classes (as identified in the AS400 registration system).

Only after the end date of a course (as identified in the AS400 registration system), any incompleters may receive extended access through the following semester by manually (from the GUI)

- extending the course availability date; and
- denying access to all completed students.

### **Guest vs. Observer Access**

"Guest access" allows unauthenticated visitors to view areas of Blackboard, including courses that have been designated to allow guest access. Visitors access these areas by using the "Guest Login" button on the login page. It is often used by prospective students or accrediting committees to evaluate distance learning courses. It is important to understand, that by setting a course to be viewable by guests, anyone can review course content. All student information, including personal information, work and grades, remains confidential.

Guest access may be set to Yes or No at the top level of a course, in the Control Panel > Course Options > Settings > Course Access area. As well, there are frequent opportunities to limit Guest Access in other, specific areas of a course.

The Observer setting is typically only used in K-12 environments, where a parent wishes to "observe" the actions of their child. An observer must have an account in Blackboard (whereas the Guest does not) and the account must be "connected" to the account that the observer is "observing". B-CU does not use this function.

All B-CU courses are default set to "No" for Guest Access and "No" for Observer Access.

### **Course Dates and Completion Timetable**

Online courses parallel the semester schedule for traditional, face-to-face courses. The start and end dates of distance learning classes normally match the dates of B-CU's Academic Calendar. Assignments, activities, and assessments must be paced with due dates throughout a distance learning course, just as they would in a traditional class. Some courses and programs may need to schedule courses according to an alternative calendar. While this is permissible, it is important that students are made aware of irregular course dates in advance of registration, and that the dates are correctly listed in the AS400 registration system.

### **Student Attendance and Course Access**

#### **Distance Learning Attendance Policy**

Although in online classes students do not "attend" class in the traditional sense, these courses do have an attendance policy and in keeping with B-CU's policy in the Student Handbook, students may be dropped for non-attendance:

"If a student accumulates recorded absences totaling three or more instructional hours, the instructor may initiate an official warning to the student that he has reached the limit of allowed recorded absences. Further loss through absences may result in the student's being withdrawn from the course, unless the instructor, because of extenuating circumstances, permits the student to remain

in the course. No student may be withdrawn from a course for loss of instructional hours without first being warned that he has reached the limit of recorded absences. After this warning, an instructor may initiate a withdrawal form for the student.” -B-CU Student Handbook

During a traditional-length semester, between 1-3 hours of attendance in the Blackboard system, along with assignments, equals one week’s work for online courses. This number is increased to 3-5 hours for summer semesters for online courses. Hybrid courses require less participation to meet attendance requirements primarily because those courses still meet at the designated times, so the degree of which varying based on the system’s utilization by the faculty developer. If a student misses a week’s worth of work in an online course, they should be sent a warning for non-attendance, and if they miss two weeks of work or more, they may be dropped from the course due to non-attendance, following regular procedures for dropping students. Usage statistics are available in the LMS to assist faculty in determining an individual student’s “attendance”, or activity, within a distance learning course. Instructors should monitor these statistics regularly to ensure sufficient participation and notify students who are not meeting requirements.

### **Denying Access**

If any of the following scenarios occur, please contact the Registrar’s Office to drop the student from their distance learning course. This will automatically unenroll them from their Blackboard course, as well, preventing any further access to the course:

**For Non-Attendance:** Students who have not fulfilled attendance requirements as outlined above will be denied access to their course.

**For Non-Payment:** Students who have not paid (or made arrangements to pay) tuition by the published due date will be dropped from online course enrollment just as in regular, face-to-face courses. Re-enrollment may occur after satisfying the Bethune-Cookman University student accounts office requirements.

**For Lacking Prerequisites:** If it is determined that a student is lacking the required prerequisites for a course, then the student should be dropped from the course, following regular B-CU procedures.

### **For Distance Learning Student Participation Agreement Offenses**

Should a student commit an offense prohibited by the *Distance Learning Student Participation Agreement*, promptly document and report the case to the Director of Academic Computing and drop the student from the course following regular B-CU procedures.

### **Withdrawals**

The withdrawal process follows the same requirements and procedures that apply to on-campus courses. If the student is at a distance, withdrawal paperwork will be prepared by the Registrar’s office and forwarded to the appropriate dean, after receiving a written request to do so from the student. The student’s instructor should also contact the Office of Academic Computing to notify them that the student has withdrawn in order for course access to be denied, preventing the student from further access to the course.

### **Course Archiving Delays for Incompleters**

Students earning a grade of “Incomplete” will be allowed access to their distance learning course during the following semester. It is the responsibility of the faculty member to notify the Office of Academic Computing with the student’s name and course. Once a student has completed their coursework, it is also the faculty member’s responsibility to notify the Office of Academic Computing in order to discontinue access.

### **Student Academic Appeal for Distance Learning Courses**

Students are required to follow the standard B-CU Student Academic Appeal process for any grievances associated with distance learning courses.

Students may receive course access to retrieve course materials, upon written email request to the Director of Academic Computing, for up to two weeks following the completion of the semester or until courses are archived. The written email request must contain a detailed description of the reason for which the student is requesting access. Once access is approved, the student will receive email notification and access for 24 hours. The student must access their course and retrieve materials within that time. Following course archiving and removal from the LMS, course access may only be granted with a request from the assigned academic appeal reviewing committee.

### **Communication**

#### **Utilizing the Blackboard Communication Tools**

B-CU distance learning faculty should make use of Blackboard communication tools (announcements, email, calendar postings, discussion board, chat, virtual classroom) regularly to make contact with and sustain communication between the instructor and students.

#### **Student-Instructor Contact/Feedback Procedures and Availability**

Faculty must indicate in their syllabus, staff information profile, and through initial communications their contact information, availability, and student procedures for making contact. Faculty must indicate a time frame for returning inquiries and providing feedback, generally recommended to be no longer than 24 hours during business hours.

#### **Initial Instructor Contact Communication**

All distance learning course instructors should email their entire class at their B-CU email accounts the first day of the semester with course orientation information. This information should be repeated in a Blackboard course announcement, as well. The Office of Academic Computing provides email and announcement templates for faculty use.

#### **Weekly Instructor Contact Communication**

All distance learning course instructors should email students weekly with a summary of the week's activities, assignments, and assessments. This information should be repeated in a Blackboard course announcement, as well. The Office of Academic Computing provides email and announcement templates for faculty use.

#### **Course Evaluation Availability Communication**

All distance learning course instructors must email their students when course evaluations become available, clearly indicating procedures for accessing and submitting evaluations and availability dates. This information should be repeated in a Blackboard course announcement, as well. The Office of Academic Computing provides email and announcement templates for faculty use.

#### **Course Conclusion Communication**

All distance learning course instructors should email students to provide final course wrap-up information. This information should be repeated in a Blackboard course announcement, as well. The Office of Academic Computing provides email and announcement templates for faculty use.

### **Testing**

For all "closed-book" online assessments that require security, faculty should do the following:

- set assessment release dates and times;

- set a specific period of availability;
- randomize both questions and answers; and
- use the Lockdown Browser tool.

If faculty are requiring assessments be conducted in-person in a proctored testing environment, then faculty must submit any required face-to-face meeting dates (plus times and locations if available), including those for assessments, to the Office of Academic Computing prior to scheduling with the Registrar's Office to ensure that this information is provided to students. Required on-campus meetings cannot be added after the course is scheduled and made available for student viewing and registration.

### **Evaluations**

To assure quality and provide evidence to guide improvement efforts, every distance learning course must have students complete a required, non-graded, distance learning course evaluation and faculty "student rating of instruction" evaluation approximately midway through courses. In hybrid courses, the faculty evaluation is completed in an f2f session. Links to the electronic assessments are provided by the Office of Assessment along with instructions for linking the evaluation in the course and communicating with students the assessments' availability.

### **Course Wrap-up**

After the end of a semester, courses will remain available in the system for faculty access and incompleters for one semester following the semester the course was offered. Courses will then remain in the system for an additional 2.5 years before being purged. This serves to fulfill the three-year requirement for academic appeals.

### **Back-ups & Archives**

Archiving courses in Blackboard saves a "carbon copy" of a course, including all student work and grades. Front-end system administrators do not back-up and archive any courses individually. Courses are backed-up and archived in two ways:

- Individually: courses are archived individually from the time of creation through the end of the semester from the back-end of the system on a rolling basis. This means courses are archived one-by-one and when the course archiving process is complete, then the process will start over again automatically. This serves as back-up in the case that one course is accidentally damaged or deleted.
- As a group: All courses will also be archived regularly throughout the semester at one time using a line command on the back-end of the system. To restore from a line command, all courses must be restored at one time. This provides security in case of a catastrophe.

Faculty may choose to create a course archive and save the resulting .zip file to their computer. This file then can be uploaded into a new course shell at any time in the future.

### **Course Copying and Exporting**

For instructors that will teach the same distance learning course in the upcoming semester, the instructor should utilize the course copy function in Blackboard to copy content from the old course to the new course.

If an instructor is not planning to teach a course in the semester immediately following, but intends to teach that course during a later semester, it is highly recommended that the faculty member make their own course export file for future use. The Office of Academic Computing does not save any course content.

## Part IV – Community Sites

### Community Site Description

A community site, built using the LMS environment, is a virtual center where members of a department, association, club, etc. can find important information, post profiles, communicate with one another, and use a variety of tools and features all designed to boost learning, support, retention, and satisfaction. All group members are enrolled as users and have access to site features and tools. The site is administered by a primary site coordinator and staff that he/she identifies as secondary site coordinators, who will have responsibility for site development and maintenance. All users will receive orientation and training.

### Site Components

Community sites may have the following optional components:

- Calendar postings
- Announcements
- News and photo gallery
- Student, faculty, and staff/admin profiles
- Discussions
- Chat rooms
- Academic and social resources for students and faculty
- Other content as deemed appropriate by the group

Community sites are required to have the following essential components:

- Community site user policy and agreement
- Mechanism and policy for reporting and dealing with community site abuse
- Site assessment

### Timeline and Procedures for Pilot Community Sites

The timeline and procedures for the approval, development, and launch of a pilot community site will differ according to the number of and complexity of optional site components, but the basic structure and schedule is approximately as follows:

Timeline	Procedures
Fall Semester Launch – Jan 30 Spring Semester Launch – Sept 30 Summer A/B Launch – Jan 30	<b>Step One.</b> Submit the Community Site Request form and receive a consultation with an Academic Computing Consultant (ACC). Identify the primary site coordinator. Primary site coordinator receives a development and launch schedule for the community site from the ACC.
Fall Semester Launch – Feb 15 Spring Semester Launch – Oct 15 Summer A/B Launch – Feb 15	<b>Step Two.</b> Identify, schedule, disseminate, and provide training to secondary site coordinators.
Fall Semester Launch – Mar 1 Spring Semester Launch – Nov 1 Summer A/B Launch – Mar 1	<b>Step Three.</b> Determine the site structure and navigation. Create and build the community site in Blackboard. Design and develop required and optional site components.
Fall Semester Launch – Aug 30 Spring Semester Launch – Jan 5 Summer A/B Launch – May 10/July 5	<b>Step Four.</b> Enroll all users and orient group members to the community site navigation and functions and provide a review of the user agreement.
Fall Semester Launch – Dec 10 Spring Semester Launch – April 10 Summer A/B Launch – June 15/Aug 1	<b>Step Five.</b> Conduct pilot community site assessment.

## **Part V – Distance Learning Support & Assistance Programs**

### **DL Faculty Assistance Program**

#### **Faculty Assistance**

To review, the Office of Academic Computing provides the following assistance and support services for distance learning faculty:

- orientation and support for the approvals, development, and management processes associated with delivering online learning
- support team coordination
- policy advisement
- access to the LMS and supplemental software
- 1-1 and group technology and integration training
- assistance with instructional design related to course development and/or conversion
- limited scanning of text and graphic material for use online
- ongoing, course-related technical support for faculty during course delivery

#### **Requests for Assistance**

Common faculty distance learning assistance requests, include, but are not limited to:

- Temporary and experimental course development shells creation
- New and experienced distance learning faculty assistance
- 1-1 training requests
- Customized group training requests
- Scanning and multimedia assistance
- Copyright consultation
- Course access for incompleters

#### **Process for Making Faculty Assistance Requests**

1. Contact Academic Computing at using the website contact form, telephone ext. 2287, or email [acadcomp@cookman.edu](mailto:acadcomp@cookman.edu).
2. Submit request. If no member of the Academic Computing Team is immediately available, a response will be sent within 24 hours during business days.
3. ACT assigned member will address and provide assistance in a prompt and comprehensive manner.

### **DL Student Support Program**

The Office of Academic Computing provides the following assistance and support services for distance learning students:

- Distance learning and EdTech skills assessment
- Orientation materials
- Distance learning website
- Technical and other support resources
- Training
- Accessibility
- Distance learning student community
- *Distance Learning Student Handbook*
  - About DL @ B-CU
  - Admissions
  - Advising
  - Prerequisites
  - Registration
  - Tuition and Fees
  - Financial Aid
  - Orientation

- Technical Requirements & Support
- *Distance Learning Student Participation Agreement*
- Academic Appeal
- Library

### **Process for Making Student Assistance Requests**

1. Contact Academic Computing at using the website contact form, telephone ext. 2288, or email [acadcomp@cookman.edu](mailto:acadcomp@cookman.edu).
2. Submit request. If no member of the Academic Computing Team is immediately available, a response will be sent within 24 hours during business days.
3. ACT assigned member will address and provide assistance in a prompt and comprehensive manner.

### **Minimum Technical Requirements for Distance Learning Courses**

The Office of Academic Computing provides information through its website and orientation programs on the minimum technical requirements for participating in distance learning courses. Information is given, as well, on how to configure technical systems to work optimally with the LMS. The LMS provider (Blackboard) also provides tools for automatically checking systems for compatibility and then links for downloading required Plugins or for setting browsers to work properly.

**Special Note Regarding Firewalls:** Students attempting to access B-CU's courses from military installations, hospitals, public schools and other special locations should be advised that firewalls sometimes prevent them from using synchronous tools such as chat or virtual classroom. In these cases, the students will need to participate from a location/ISP without such a firewall.

### **Technical Support**

**CIT HelpDesk:** During normal business hours, the HelpDesk, staffed by User Support Services, can answer many technical questions related to distance learning. They may be reached at ext. 2287, email address [cithelp@cookman.edu](mailto:cithelp@cookman.edu) or visited at 585 Mary McLeod Bethune Blvd from 8:30AM to 5:00PM.

**PresidiumLearning 24/7 HelpDesk:** The Center for Information Technology has partnered with PresidiumLearning to provide 24/7 Help Desk support. They can be reached toll-free at 1-866-207-3337 or through the B-CU/Presidium Learning website.

**Office of Academic Computing:** ACT staff are available via website contact form, telephone (ext. 2072), email ([acadcomp@cookman.edu](mailto:acadcomp@cookman.edu)), or in-person at 585 Mary McLeod Bethune Blvd. for technical support. Any inquiries for support will be returned within 24 hours during business days.

**School-Based Academic/Technical Support Personnel:** Many schools at B-CU have their own technical support staff available to help with basic technical troubleshooting.

## Appendix 1

### The Faculty Technology Mentor/Mentee Program

This agreement is between the Mentor, \_\_\_\_\_, and the Mentee, \_\_\_\_\_, and will last for the approximate time period of 2009-2010 Academic Year.

The Faculty Technology Mentor/Mentee Program is designed to train faculty leaders to serve as mentors for colleagues. As mentors, faculty members will assist their peers in identifying ways to enhance standards-based instruction and to offer their students engaging, technology-rich, learning activities. In doing so, mentors will help their colleagues to develop the necessary technology skills and instructional strategies needed to integrate technology into teaching and learning. All participants must have attended Blackboard Certification Training, adhere to the *B-CU Standards and Guidelines for Effective On-line Teaching* and have signed contracts.

Faculty Development and the Office of Academic Computing will collaborate to provide faculty technology mentors and mentees with the needed resources, information, training, and assistance to set up a Faculty Technology Mentor/Mentee Program at B-CU.

#### Responsibility of the Mentor

The mentor should contact the new faculty member (mentee) on a regular basis over the course of the next two semesters. The mentor should provide informal advice to the new faculty member (mentee) on aspects of teaching online and infusing technology into the classroom, or be able to direct the new faculty member to appropriate other individuals.

The mentor will use the *B-CU Standards and Guidelines for Effective On-line Teaching* as a guide.

#### *Goals for the Mentor:*

- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to online teaching.
- Developing visibility and prominence within the profession

#### *Benefits for the Mentor:*

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching skills
- Retention of excellent faculty colleagues
- Enhancement of department quality

### Responsibility of the Mentee

The Mentee will work together with the mentor in developing and administering an online course and/or infusing technology into the classroom. The new faculty member (mentee) should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should allow his/her mentor the opportunity to review and critique drafts.

### Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from Dr. Deborah Freckleton. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

### Time Commitment

It is obvious that good mentoring involves regular interaction between the mentor and mentee, but the relationship should not consume so much time as to become burdensome. As a rule, contact should occur at least once every two weeks during the fall and spring semesters. Faculty members can meet for lunch or coffee.....the possibilities and combinations for interaction are endless, and the process doesn't need to be complicated.

### Stipends

It is also to be noted that no stipends will be issued until mentees have the online course ready for the fall semester and/or are able to fully integrate technology into their curriculum. In addition, stipends for the Faculty Technology Mentor/Mentee Program Advisory Board will not be administered until after the above tasks have been completed.

### Program Contact Information

Shana Cox Director of Academic Computing (386) 481.2287 <a href="mailto:cox@cookman.edu">cox@cookman.edu</a>	Dr. Deborah Freckleton Coordinator / Director of Faculty Development (386) 481.2134 <a href="mailto:freckled@cookman.edu">freckled@cookman.edu</a>	Asyar Sussan Associate Professor – International Business (386) 481.2806 <a href="mailto:sussana@cookman.edu">sussana@cookman.edu</a>
Mubarak Banisakher Instructor – Computer Science (386) 481.2675 <a href="mailto:banisakm@cookman.edu">banisakm@cookman.edu</a>	Dr. Yuanming Yao eLearning Administrator (386) 481.2288 <a href="mailto:yaoy@cookman.edu">yaoy@cookman.edu</a>	

**Contract**

Mentor Name: \_\_\_\_\_

School/Division: \_\_\_\_\_

Office Location: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Mentee Name: \_\_\_\_\_

School/Division: \_\_\_\_\_

Office Location: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Mentee's learning outcomes will be measured by:

- Demonstrated knowledge in all of the above-listed objectives.
- Regular documented meetings. Other ways Mentor and Mentee will communicate will be via telephone and email.
- Everything discussed in the agreement will be confidential unless otherwise specified at the time of the discussion.

This mentoring agreement sets forth the objectives that the Mentor and Mentee commit to working on together. Both agree to follow the guidelines of this agreement for the period specified.

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

## Appendix 2



## B-CU Academic Computing Advisory Board 2009-2010

Members	Title	Department/School
Ranjna Patel	DL Faculty	School of Business
Sulakshana Sen	DL Faculty	School of Business
Joan Thompson	DL Faculty	School of Education
Sharon Piety-Nowell	DL Faculty	School of Graduate and Pro. Studies
Karen Gamble	DL Faculty	School of Graduate and Pro. Studies
Ambar Saleh	DL Faculty	School of Arts and Humanities
Michael Humphreys	DL Faculty	School of Arts and Humanities
Kekeli Nuviadenu	DL Faculty	School of Arts and Humanities
Joyce Nki	DL Faculty	School of Arts and Humanities
Valentina David	DL Faculty	School of Science, Math and Eng.
Dennis Clayton	DL Faculty	School of Science, Math and Eng.
Janice Allen-Kelsey	DL Faculty	School of Social Sciences
Winifred Johnson	DL Faculty	School of Social Sciences
Linda Scola	DL Faculty	School of Social Sciences
Nettie Obleton	DL Faculty	School of Social Sciences
Errol Moultrie	DL Faculty	School of Social Sciences
Richard Buckelew	DL Faculty	School of Social Sciences
Alette Corley	DL Faculty	CARES
Gloria Markette	DL Faculty	CARES
Christine Bostick	DL Faculty	CARES
Jontoinette White	DL Faculty	CARES
Shirley Thompson	DL Faculty	School of Nursing
Annie Thomas	Registrar	Registrar's office
Davita Bonner	Director	Counseling and Career Svcs
Anthony Owens	Counseling and Career Svcs	Counseling and Career Svcs
Mark Howse	Assessment	Assessment

## Appendix 3

### B-CU Institutional Best Practices for Distance Learning

The *B-CU Institutional Best Practices for Distance Learning* informs and guides the administration of distance learning. This document was developed from the *Best Practices for Electronically Offered Degree and Certificate Programs* by the Commission on Colleges Southern Association of Universities and Schools (SACS) and the *Principles of Good Practice for Distance Learning/Web-Based Courses* from the Missouri Department of Higher Education. It serves as a guide for the development, implementation, and evaluation of distance learning courses, programs, and support services for faculty and students. The Office of Academic Computing bases its assessment on these guidelines. Best practices are divided into eight areas, each with its own set of standards and benchmarks:

#### Institutional Context and Commitment

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that their programs and courses are fully-supported administratively, by:

- Maintaining consistency with the institution's role and mission.
- Complying with accreditation requirements.
- Assuring that institutional budgets and policy statements reflect its commitment to the distance learning program.
- Assuring the adequacy of technical and physical plant facilities including appropriate staffing and technical assistance.
- Maintaining an internal organizational structure which enables the development, coordination, support, and oversight of the distance learning program.
- Assuring a consistent, coherent, and fully-functioning technical framework for distance learning course and program delivery.
- Providing a technical support system
- Assuring that the selection of technologies used to deliver the distance learning program is appropriate for students while considering budgetary requirements and constraints.
- Seeking to understand legal considerations, i.e. accessibility, copyright, and intellectual property.

#### Curriculum and Instruction

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should maintain high academic integrity, by ensuring:

- Programs and courses provide for timely and appropriate interaction between students and faculty and among students.
- The faculty assumes responsibility for and exercises oversight of distance education by ensuring both the rigor of programs and the quality of instruction.
- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.
- There is currency of materials, programs, and courses.
- Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.

- Faculty support services are appropriate and specifically related to distance education.
- Faculty who teach in distance education programs and courses receive appropriate training.
- Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs.
- Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.
- The integrity of student work and the credibility of degrees and credits are ensured.

### Faculty Assistance

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that faculty has access to adequate resources and services, by:

- Providing appropriate faculty support services specifically related to distance education.
- Providing appropriate technological and pedagogical training for faculty who teach distance education courses/web-based courses.
- Ensuring that faculty should engage in timely and adequate interaction with students and, when appropriate, should encourage interaction among students.

### Student Support

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, by making sure:

- Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling.
- Students have an adequate procedure for resolving their complaints.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

### Evaluation and Assessment

**Standard and Benchmarks:** Distance-learning and web-based courses and programs should be assessed and evaluated regularly. Institutions should:

- Assess student capability to succeed in distance education programs and should apply this information to admission and recruiting policies and decisions.
- Evaluate the educational effectiveness of their distance education programs and web-based courses (including assessments of student-learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
- Ensure that the performance of distance-learning faculty and faculty involved in providing web-based courses is evaluated in a fashion that is at least as rigorous as that used to evaluate the performance of their peers who do not teach distance-learning courses.
- Ensure, to a reasonable extent, the integrity of student work.

## Library and Learning Resources

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, by ensuring:

- Students have access to and can effectively use appropriate library resources.
- Course requirements ensure that students make appropriate use of learning resources.
- Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

## Student Services

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, by ensuring:

- Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling.
- Students have an adequate procedure for resolving their complaints.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

## Facilities and Finances

**Standard and Benchmarks:** Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, by providing:

- Equipment and technical expertise required for distance education are available.
- Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

**References**

Commission on Colleges Southern Association of Colleges and Schools. *Best Practices for Electronically Offered Degree and Certificate Programs*. December, 2000, Decatur, Georgia. Website. Retrieved online April 17, 2009: <http://www.sacscoc.org/pdf/commadap.pdf>.

Missouri Department of Higher Education. *Principles of Good Practice for Distance Learning/Web-Based Courses*. Jefferson City, Missouri. Website. Retrieved online April 10, 2007: <http://www.dhe.mo.gov/collegeprinciplesdistancelearning.shtml>

## Appendix 4

### ***B-CU Distance Learning Course Design Standards***

High-quality, effective distance learning courses possess the design characteristics outlined in the standards and benchmarks below. The SREB publication *Standards for Quality Online Courses* is the basis for this document, offering standards that guide course content, instructional design, student assessment, technology and course evaluation and management. The Office of Academic Computing uses these standards, adapted for application to the B-CU post-secondary environment, as part of the content of distance learning evaluations.

#### **Course Content**

**Standard:** *The course provides distance learners with engaging learning experiences that promote the mastery of content and are aligned with course objectives and the university mission and goals.*

#### **Course Objectives**

##### **Benchmarks**

- Course objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.
- Course objectives are in alignment with the University's mission and goals and the school's learning outcomes.
- Content, activities, assignments, and assessments align with course objectives.
- Content, activities, and assignments are of sufficient rigor, depth and breadth to teach the course objectives being addressed.
- Assessments effectively measure learning in alignment with course objectives.

#### **Course Syllabus and Schedule**

##### **Benchmarks**

- A clear, complete course syllabus and schedule are included in the course.
- Requirements are consistent with course objectives, representative of the scope of the course and clearly stated.
- Information is provided to students on how to communicate with the instructor, including information on the process for these communications.

#### **Participation and Acceptable Use Policies**

##### **Benchmarks**

- A student user agreement is in place.
- Attendance requirements are outlined.
- Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, communications and plagiarism are clearly stated.
- Issues associated with the use of copyrighted materials are addressed.
- Privacy policies are clearly stated.

#### **Required Materials**

##### **Benchmarks**

- Required textbooks and other supplemental materials are clearly indicated prior to student registration.
- Required software, hardware, and technical skills above and beyond the institution minimum technical requirements are clearly indicated prior to student registration.

#### **Required Face-to-Face Meetings**

##### **Benchmarks**

- Required face-to-face meetings are clearly indicated prior to student registration.

## **Instructional Design**

**Standard:** *The course uses learning activities that engage students in active learning; provides students with multiple learning paths to master the content based on student needs; reflects multicultural education and is accurate, current and free of bias; and provides ample opportunities for interaction and communication student to student, student to instructor and instructor to student.*

### **Instructional and Audience Analysis**

#### **Indicator**

- The design reflects a clear understanding of student needs and incorporates varied ways to learn and multiple levels of mastery of the curriculum.

### **Course, Unit and Lesson Design**

#### **Benchmarks**

- The course is organized into clearly outlined and linear (when appropriate) learning units.
- Each learning unit includes a lesson overview, content and activities, and assignments and assessments.
- The course is designed to teach relevant concepts and authentic skills that students will retain over time.
- Sufficient learning resources and materials to enrich content and increase student success are present.

### **Instructional Strategies and Activities**

#### **Benchmarks**

- Instruction includes activities that engage students in active learning.
- Instruction provides students with multiple learning paths to master the content, based on student needs.
- The instructor engages students in learning activities that address a variety of learning styles and preferences.
- The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.
- Content reflects multicultural education and is accurate, current and free of bias.
- Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.
- The instructor can adapt learning activities to accommodate students' needs.
- Skills needed to succeed in activities, assignments and assessments are appropriate to the course content and the student developmental level. Support for acquiring advanced skills is provided by the instructor when needed.

### **Communication and Interaction**

#### **Benchmarks**

- The design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.
- The course provides opportunities for appropriate student-student interaction to foster collaboration, mastery, and application of content.
- A plan for monitoring, assessing, and evaluating student-to-student interaction and collaboration is in place.

## **Student Assessment**

**Standard:** *The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress.*

### **Evaluation Strategies**

#### **Benchmarks**

- Student evaluation strategies are consistent with course objectives, representative of the scope of the course and clearly stated.
- Pre-assessment are used when appropriate to measure the students' readiness for content and remedial activities are provided for those who need extra support to succeed.
- The structure includes adequate and appropriate methods and procedures to assess students' mastery of content during the course.
- Grading rubrics and models of partially to fully completed assignments are provided when appropriate.
- Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.
- Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.
- Assessment materials provide the instructor with the flexibility to assess students in a variety of ways.
- Grading policy and practices are easy to understand.

## **Technical Design and Use**

**Standard:** *The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.*

### **Course Structure**

#### **Benchmarks**

- The course is organized in such a way that content, assignments, and assessments are easy to locate with minimal clicks.
- The course utilizes available student learning management and communication tools.
- The course makes appropriate use of multimedia and makes resources available by alternative means; e.g., video, CDs and podcasts.

### **Course Appearance**

#### **Benchmarks**

- The course appearance is organized, attractive, and simple, following universal design principles.

### **Technology Requirements and Interoperability**

#### **Benchmarks**

- Hardware, Web browser and software requirements are specified.
- Prerequisite skills in the use of technology are identified.
- Appropriate content-specific tools and software are utilized.

### **Accessibility**

#### **Benchmarks**

- The course meets Section 508 standards and W3C guidelines to ensure access for all students.
- Online textbooks used in a course meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.

### **Technical Support**

#### **Benchmarks**

- The course provides information and access to technical support.

## **Course Evaluation**

**Standard:** *The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies.*

### **Assessing Course Effectiveness**

#### **Benchmarks**

- Multiple ways of assessing course effectiveness are used.
- The course is evaluated regularly for effectiveness, and the findings are used as a basis for improvement.

### **Course Updates**

#### **Indicator**

- The course is updated semester to semester to ensure quality and timeliness.

### **Accreditation**

#### **Benchmarks**

- Courses and programs are accredited by the institution's accrediting body.

### **Data Security**

#### **Benchmarks**

- Student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA).

### **Reference**

Southern Regional Education Board (SREB). *Standards for Quality Online Courses*. November 2006, Atlanta. Retrieved online April 10, 2007:

[http://www.sreb.org/programs/EdTech/pubs/2006Pubs/06T05\\_Standards\\_quality\\_online\\_courses.pdf](http://www.sreb.org/programs/EdTech/pubs/2006Pubs/06T05_Standards_quality_online_courses.pdf).

## Appendix 5

### ***B-CU Distance Learning Course Instructional Standards***

High quality, effective distance learning instruction demonstrates the characteristics outlined in the standards and benchmarks below. The SREB publication *Standards for Quality Online Teaching* outlines 11 standards that guide academic preparation, content knowledge, online skills and delivery, and other elements of quality online teaching. The Office of Academic Computing uses these standards, adapted for application to the B-CU post-secondary environment, as part of the content of distance learning faculty "student rating of instruction" evaluations.

#### **Instructor Qualifications**

**Standard:** *The instructor maintains academic and professional credentials that qualify them to teach the subject area at Bethune-Cookman University.*

##### **Credentials**

##### **Benchmarks**

The instructor:

- possesses a satisfactory record of preparation and experience in the field of study to be taught.

##### **Discipline Knowledge**

##### **Benchmarks**

The instructor:

- knows the content of the subject to be taught.

##### **Instructional Ability**

##### **Benchmarks**

The instructor:

- facilitates the construction of knowledge through an understanding of how students learn in specific subject areas.

##### **Professional Growth**

##### **Benchmarks**

The instructor:

- continues to update academic knowledge and skills.

#### **Technical Skills, Knowledge and Temperament for Online Instruction**

**Standard:** *The instructor demonstrates competency and responsibility for teaching online.*

##### **Technical Skills**

##### **Benchmarks**

The instructor:

- demonstrates the ability to effectively use word-processing, spreadsheet and presentation software;
- demonstrates effective use of Internet browsers, email, and other freeware;
- demonstrates the ability to modify and add content, activities, assignments, and assessments using the institution's Learning Management System (LMS) and integrated third-party software;
- incorporates multimedia and visual resources;
- utilizes synchronous and asynchronous communication tools;
- uses productivity software such as email, calendar, and tasks management programs; and
- effectively troubleshoots typical software and hardware problems;

## **Technical Knowledge**

### **Benchmarks**

The instructor:

- understands the institution's technology user agreements;
- models appropriate online etiquette; and
- familiar with and demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software.

## **Professional Growth**

### **Benchmarks**

The instructor:

- demonstrates growth in technology knowledge and skills through regular professional development in order to stay current with emerging technologies.

## **Communication and Feedback**

**Standard:** *The instructor communicates in a manner that promotes student success through setting clear expectations, providing prompt responses, and giving regular feedback.*

### **Communication**

#### **Benchmarks**

The instructor:

- gives students clear expectations about instructor response time;
- consistently models effective communication skills and maintains records of applicable communications with students;
- gives clear directions and reinforces high expectations; and
- persists, in a consistent and reasonable manner, until students are successful;

### **Feedback**

#### **Benchmarks**

The instructor:

- provides timely, constructive feedback to student work and inquiries.

## **Interaction, Collaboration and Community Building**

**Standard:** *The instructor understands and demonstrates the importance of interaction, collaboration, and building learning communities in the web-based learning environment.*

### **Interaction**

#### **Benchmarks**

The instructor:

- encourages, facilitates and monitors ongoing and frequent instructor-student interaction, student-instructor interaction, and student-student interaction.

### **Collaboration**

#### **Benchmarks**

The instructor:

- promotes learning through collaboration and group work that is project-based, goal- and inquiry-oriented.

## **Community-Building**

### **Benchmarks**

The instructor:

- builds and maintains a community of learners by creating a relationship of trust, modeling effective virtual teamwork skills; and provides ample opportunities for interaction and collaboration.

## **Student Learning Needs**

**Standard:** *The instructor understands and is responsive to student needs in the online classroom.*

## **Learning Styles**

### **Benchmarks:**

The instructor:

- differentiates instruction based on students' learning styles and needs;
- adapts and adjusts instruction to create multiple paths to learning objectives; and
- understands that students have varied talents and skills and uses appropriate strategies designed to include all students.

## **Diversity**

### **Benchmarks:**

The instructor:

- demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers; and
- models respect for diversity.

## **Relevancy**

### **Benchmarks:**

The instructor:

- provides activities, modified as necessary, that are relevant to the needs of all students.

## **Learner Support**

### **Benchmarks:**

The instructor:

- demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students;
- demonstrates the ability to anticipate learning and management of learning challenges and problems in the online classroom; and
- guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners.

## **Legal, Ethical, Safe, and Healthy Uses of Technology**

**Standard:** *The instructor models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.*

## **Legal and Ethical Use**

### **Benchmarks**

The instructor:

- models and facilitates student understanding of the legal and ethical issues related to technology and society as appropriate;
- promotes and upholds the expectations and rules in the student user agreement
- identifies opportunities for and minimizes the risks for academic dishonesty;
- demonstrates an awareness of how the use of technology may impact student testing performance;

- uses course content that complies with copyright policies and fair use standards; and
- follows procedures for dealing with issues arising from inappropriate use of technology and user agreement offenses.

### **Safe Use**

#### **Benchmarks**

The instructor:

- observes privacy laws and encourages students to be aware of and protect their privacy rights.

### **Healthy Use**

#### **Benchmarks**

The instructor:

- encourages healthy uses of technology including computer –user ergonomics and the prevention of information overload.

## **Instructional Strategies**

**Standard:** *The instructor develops and delivers content, activities and assignments that meet course objectives.*

### **Content Development and Alignment**

#### **Benchmarks**

The instructor:

- demonstrates an understanding of the relationships between and among the content, activities, assignments, assessments and course objectives; and
- continually reviews and updates all content for alignment with course objectives.

### **Activities and Assignments**

#### **Benchmarks**

The instructor:

- provides student-centered lessons and activities that are based on concepts of authentic, active learning and that are connected to real-world applications;
- demonstrates effective strategies and techniques that engage students in higher-order learning processes (e.g., team problem-solving, analysis, synthesis and evaluation instead of passive lectures);
- provides opportunities for student interaction and collaboration; and
- provides opportunities for differentiation.

### **Professional Growth**

#### **Benchmarks**

The instructor:

- demonstrates growth in teaching strategies through professional development in order to benefit from current research and practice.

## **Assessment Strategies**

**Standard:** *The instructor demonstrates competency in creating and implementing valid and reliable assessments to measure student readiness and achievement of learning outcomes and uses findings to inform instruction.*

### **Validity and Reliability**

#### **Benchmarks**

The instructor:

- creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content objectives they are designed to measure), reliability and consistency over time; and
- implements online assessment measures and materials in ways that ensure instrument validity and reliability.

### **Pre- and Self-Assessments**

#### **Benchmarks**

The instructor:

- employs ways to assess student readiness for course content any special technical requirements;
- employs ways for students to effectively evaluate and assess their own readiness for course content and any special technical requirements; and
- provides opportunities for student self-assessment throughout the course.

### **Post-Assessments**

#### **Benchmarks**

The instructor:

- demonstrates an understanding of the relationship between and among course objectives, content, activities, assignments, and assessments;
- includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts);
- provides continuous evaluation opportunities throughout the course to ensure learning outcomes are being accomplished; and
- provides opportunities for differentiated assessments.

### **Data**

#### **Benchmarks**

The instructor:

- assesses each student's background and content knowledge and uses data to inform instruction;
- reviews student responses to test items to identify issues related to test validity or instructional effectiveness;
- uses observational data (e.g., tracking data in electronic courses, discussions, etc.) to monitor course progress and effectiveness;
- creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, instructor evaluations, instructor peer reviews); and
- uses all collected data to improve instruction.

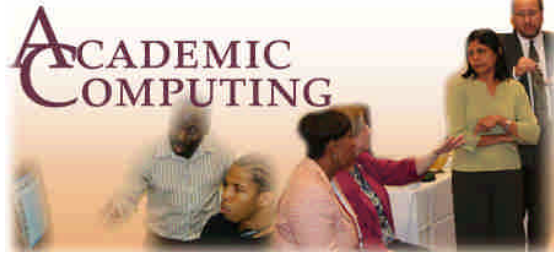
### **Reference**

Southern Regional Education Board (SREB). *Standards for Quality Online Teaching*. August 2006, Atlanta. Retrieved online April 10, 2007:

[http://www.sreb.org/programs/EdTech/pubs/PDF/06T02\\_Standards\\_Online\\_Teaching.pdf](http://www.sreb.org/programs/EdTech/pubs/PDF/06T02_Standards_Online_Teaching.pdf).

## Appendix 6

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# DL Faculty Online Course Application Proposal Questions

**Faculty Member/Course Developer:**

**Course I.D. and Title:**

- 1. How does the course fit into current departmental programs and long-range departmental plans for online courses/programs?**
- 2. Online courses are delivered 50% or more over the Internet, sometimes having face-to-face meetings for orientation, assessments, etc. Will students be required to come to the campus for any face-to-face sessions, and if so, for how many sessions? Given the number of f2f sessions compared to online sessions, approximately what percentage of the class will be web-based?**
- 3. What potential target populations exist for the course? If the course is targeting primarily campus-based students, please provide rationale.**
- 4. What is the typical enrollment in this course when offered in the traditional classroom? What enrollment cap do you suggest setting for the online version of this course? The Office of Academic Computing generally recommends no more than 25 students per online course section.**
- 5. What semester do you plan to develop the course? What semester do you plan to deliver the course for the first time?**
- 6. Are there any special software, hardware, or technical skills required of students participating in this course?**

**7. What level of development assistance or special training do you anticipate needing from Academic Computing staff? (minimal, moderate, extensive) Please clarify your needs.**

**8. Please provide any additional information that you think would be helpful.**

## Appendix 7



## Academic Department's Proposed Online Course Approval Checklist

Faculty Name:

Department Head:

Faculty Contact Telephone:

Faculty Contact Email:

Department:

School:

Course Prefix, Code, Section & Title:

Pilot Semester and Year:

The following checklist is to be completed by the faculty member's department head:

1. The proposal includes a completed questionnaire and face-to-face class syllabus and has been reviewed by the department head.

Yes       No

2. The proposed distance learning course fits into departmental and institutional long-range plans.

Yes       No

3. The proposed course satisfies a need for the designated off-campus target market.

Yes       No

4. The methodology of the proposed course(s) is appropriate for online delivery.

Yes       No

5. The proposed faculty Member is a:

A. ranked faculty member or lecturer of Bethune-Cookman or is on the tenure track within his/her department.  Yes

B. adjunct employee who will meet University requirements who has been approved by the department head.  Yes

Comments:

\_\_\_\_\_  
Academic Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Dean

\_\_\_\_\_  
Date

**Appendix 8**  
**Office of Academic Computing**  
**Bethune-Cookman University Distance Learning Faculty Letter of Agreement**

**TO:** Faculty member  
School of Name of School

**FROM:** Director of Academic Computing's Name  
Office of Academic Computing

**DATE:** Today's Date

**SUBJ:** B-CU Distance Learning Faculty Letter of Agreement

This letter of agreement, when signed by the faculty member and Director of Academic Computing, is binding on both parties, and cannot be modified except by the written agreement of both parties, contingent upon approval by the Chief Information Officer of Bethune-Cookman University. Copies of the signed agreement shall be retained by both parties for future reference.

The purpose of this agreement is to set forth the understandings of Bethune-Cookman University and the faculty member regarding their respective rights to develop and instruct web-delivered courses. By executing this agreement, the parties agree that they shall have the rights set forth herein.

**1. Description of Services the Faculty member will provide:**

The faculty member agrees to provide development and instructional services for distance learning courses approved by the member's department and school.

Development services will result in a product that consists of a substantially complete conversion and/or creation of approved courses to electronic format for delivery via the approved Learning Management System.

"Substantially complete" means complete except for those aspects of the course which the faculty member, for instructional reasons, does not want to complete without student participation or feedback. The course will contain required essential elements as outlined in the *B-CU Distance Learning Policy and Procedures Manual*.

Instructional services consist of teaching this course at least once upon completion of course development.

In some cases, faculty members will be asked to teach a section of an existing distance learning course. In this case, the faculty member agrees to provide basic development services to customize the course for their use.

**2. Description of Services the Office of Academic Computing will provide:**

- access to an LMS for course conversion to the online environment;
- technical training and support in learning to use the LMS and associated software applications;
- professional development for effective distance learning course design and delivery;
- assistance with instructional design related to course development and/or conversion;
- limited scanning of text and graphic material for use online;
- policy advisement
- ongoing, course-related technical support and troubleshooting; and

- a wide range of support services to assist distance learning students, including technical support; orientation programs; and advising, counseling, and library referral services.

### 3. **Copyright and Fair Use**

It is the faculty member's responsibility to observe all copyright laws, cite resources, and obtain written copyright permissions where needed.

### 4. **New Distance Learning Faculty Assistance Program**

All new distance learning faculty will be required to participate in an orientation, training, and development assistance program through the Office of Academic Computing as outlined in the *B-CU Distance Learning Policy and Procedures Manual*.

### 5. **Course Approval**

All distance learning online courses must obtain approval following the course approvals process outlined in the *B-CU Undergraduate Distance Learning Policies and Procedures Manual*.

Responsibility for the final quality review and approval of all distance learning courses resides with the Office of Academic Computing.

### 6. **Course Development**

Technical considerations, required course elements, and copyright procedures will all be observed during course development. Course content will be regularly updated. 1-1 and group training and assistance opportunities from the Office of Academic Computing are available to support course development.

The faculty member is expected to effectively translate a face-to-face course into a pedagogically-sound distance learning environment according to the *B-CU Distance Learning Course Design Standards* and in accordance with other procedures as outlined in the *B-CU Undergraduate Distance Learning Policies and Procedures Manual*.

All distance learning courses are created in a template that contains a complete set of required elements. While a faculty member may add buttons and additional sections to a template, they must leave all required elements intact. These elements include:

- a. *Distance Learning Student Participation Agreement*: This agreement outlines acceptable use and participation rules for all distance learners.
- b. *Syllabus*: A course syllabus based on the B-CU standard course syllabus outline, must be optimized for distance learning courses to include any pertinent information that may be useful to distance learners.
- c. *Schedule*: While a course schedule is normally also included in the syllabus, it must also appear in its own section for easy student access. It is recommended to link assignments and assessments from the schedule.
- d. *Instructor Information*: Every distance learning course instructor must provide contact information, procedures, and availability in their syllabus and in the staff information profile. Virtual office hours via chat are highly recommended.
- e. *Course Evaluations*: To assure quality and provide evidence to guide improvement efforts, every distance learning course must have students complete a required, non-graded, distance learning course evaluation and faculty "student rating of instruction" evaluation approximately midway through courses. Links to the electronic assessments

are provided by the Office of Academic Computing along with instructions for linking the evaluation in the course and communicating with students the assessments' availability.

- f. *Support Resources:* Support resources, including technical support, library, and career resources are included in a Support Resources area and should not be removed.
- g. *Announcements, Student Tools, and Communication Areas:* Every online course should make use of the announcements, tools, and communication areas of Blackboard.

## 7. **Course Management**

The faculty member is expected to develop and teach his/her distance learning course in accordance with the course proposal approved by the Director of Academic Computing, department head, and school dean, the *B-CU Undergraduate Distance Learning Policies and Procedures Manual* and the *B-CU Distance Learning Course Instructional Standards*. This means the instructor, at a minimum, agrees to:

- 1 support a learning community that encourages student-student and student-faculty member interaction;
  - 2 provide welcome, course evaluation and course wrap-up announcements and emails;
  - 3 provide weekly announcements and emails summarizing activities, assignments, and assessment as applicable;
  - 4 be clear with your online students about when they can expect responses and feedback;
  - 5 develop engaging and authentic activities that provide opportunities for active, higher-order learning, collaboration and differentiation;
  - 6 provide timely and constructive feedback on activities, assignments, and assessments as applicable;
  - 7 keep course syllabi, schedule, content and resources up-to-date;
  - 8 provide technical support when possible to students, and direct more difficult inquiries to the appropriate technical support resources;
  - 9 monitor student usage statistics to ensure students are meeting minimum course attendance requirements, if a student is suspected of not fulfilling requirements;
  - 10 provide "gentle reminders" to students lagging behind in course work;
  - 11 use the Lockdown Browser tool and Bb assessment security settings during "closed-book" assessments when security is of utmost importance;
  - 12 support and assist with course evaluations;
  - 13 uphold and support the *Distance Learning Student Participation Agreement* promptly documenting and reporting any infractions to the Director of Academic Computing;
  - 14 notify the Office of Academic Computing of any incompleters requiring extended course access; and
  - 15 export courses that will not be taught the following semester, but may be taught in future semesters.
8. In accordance with CIT User Policy, the faculty member understands that all aspects of distance learning courses may be accessed and observed by the Office of Academic Computing, CIT, and school officers, when needed.
- ## 9. **Intellectual Property and Course/Course Content Licensing Agreement**
- Both the faculty member and Bethune-Cookman University need to reserve certain rights to use the course and course content. Bethune-Cookman University has a need to be able to offer the course for an agreed on number of years even if the Faculty member has left the University or decides to no longer teach it. In turn, the faculty member has a legitimate interest in reserving the right to teach the course each time it is scheduled, and in assuming that he/she can offer the

course within any academic or educational setting after leaving employment with Bethune-Cookman University. To accomplish the above objectives, the faculty member will retain his/her intellectual property rights for the distance learning course which is being created under the terms of this agreement. However, in consideration of the compensation and support which have been provided by Bethune-Cookman University, and the financial and technical support that will be provided each time the course is delivered, the Faculty member hereby grants Bethune-Cookman University and the appropriate academic department an unrestricted license for a term of seven years from the date the course is first taught online. This license will give Bethune-Cookman University the right to utilize the course and related course materials, both print and multimedia, for subsequent semesters, and to revise and update the course and related materials as needed. Bethune-Cookman University agrees that the course will be utilized solely for its teaching, scholarship, and research missions, and will not sell the course to a private commercial vendor. This license will include rights granted to the University to:

- make reproductions of the work used in teaching, scholarship and research;
- control whether or not the University's name or logo is displayed in association with the work;
- require an appropriate acknowledgment of Bethune-Cookman University's support in the creation of the work;
- reproduce the work for uses related to advancing the mission of Bethune-Cookman University;
- have the right to make derivative works, even if the Faculty member assigns copyright ownership to a third party.

At the conclusion of the licensing period mentioned above, the University will have the option of having the online course redeveloped so that it can continue to be offered. Bethune-Cookman University also reserves the right to create additional sections of a course, copy course content, and have other faculty teach the course, if needed. In these cases, a statement acknowledging credit to the faculty member for development of the original version of the distance learning course will be included with the additional course sections as follows, "The original version of \_\_\_\_\_(Insert course number and name)\_\_\_\_\_ was developed and delivered \_\_\_\_\_Semester, 200X\_\_\_\_\_ by \_\_\_\_\_Original Faculty member's Name\_\_\_\_\_ with assistance from the B-CU Office of Academic Computing."

**OFFICE OF ACADEMIC COMPUTING  
Bethune-Cookman University  
Distance Learning Faculty Letter of Agreement**

By electronically signing (typing your name and date in the spaces provided) this letter of agreement, you are confirming that you have received and read a copy of this agreement, and understand that its provisions will apply to your participation as a distance learning faculty member.

Faculty member: Name

Title: Faculty Member's Title

Date: Today's Date

Department: Department Name

School: School Name

I agree to abide by the terms and standards outlined within the Bethune-Cookman University Distance Learning Faculty Letter of Agreement.

Faculty member	Date
Director of Academic Computing	Date

## Appendix 9



# Distance Learning Student Participation Agreement

Commitment to ethical and collegial conduct is expected of every student in a B-CU online or hybrid distance learning course. This *Distance Learning Student Participation Agreement* outlines expectations for all distance learning students, and all students are required to observe and abide by the rules listed within. Depending on the severity of the offense, any violation of Agreement rules may result in being dropped from the corresponding course, removal of the user's LMS account and access privileges, and further disciplinary action as deemed appropriate by the University administration.

### ***Distance Learning Student Participation Agreement***

#### **Student Expectations for Distance Learning Courses**

1. Students are responsible for his/her own learning. If you are unable to login, access lessons and/or complete assignments, nor receiving emails, contact the instructor, B-CU HelpDesk at 386-481-2070, or Presidium Learning toll-free at 1-866-207-3337 immediately.
2. Students will use their University email account for all communication with distance learning course instructor and peers. Students are highly advised to keep copies of all email correspondence for their records.
3. For the standard three-credit course, students will access the course a minimum of 1-3 hours a week during spring and fall semesters or 3-5 hours a week during summer semesters in order to respond and participate in activities and complete assignments. For courses with different credit hour requirements, the amount of participation time will increase or decrease accordingly.
4. Students will actively participate and complete all assigned work according to the course syllabus and schedule.
5. Student are highly advised to keep copies of all work submitted through their distance learning course. This includes copies of discussion postings and assessments.
6. Students are required to complete faculty and distance learning course evaluations at the conclusion of the course.
7. Students who wish to withdraw from a course must do so in accordance with University policy.

#### **Acceptable Use Policy**

1. Students may not engage in practices that threaten the integrity of Blackboard, B-CU's Learning Management System, or the B-CU network (e.g. knowingly downloading or uploading files that contain a virus).
2. Students may not use B-CU's LMS or available resources for any illegal activities including the violation of copyright law and/or software piracy.

3. Students may not access anyone else's LMS account, nor may they share their Blackboard account passwords with others.
4. Students will observe and adhere to all other associated IT policies as required by the B-CU Center for Information Technology.

**Code of Conduct**

1. Students will act in a responsible, ethical and legal manner, in accordance with school policies and in compliance with state and national laws.
2. Students will conduct himself/herself in a manner that facilitates learning in the online environment.
3. Students may not write, use, send, download or display deliberately hostile, insulting, obscene, threatening, harassing, discriminatory or otherwise offensive messages, postings or pictures.
4. Students may not discuss private issues about the course via the threaded discussions. If you have issues and/or concerns about the course content, amount of work, grades given, etc. contact your instructor directly.

**Copyright**

1. Students may not reproduce course content without explicit written permission. Unauthorized use of course content is prohibited.
2. Students may not copy other participant's work and submit as their own.

**Academic Misconduct**

1. Students may not engage in any acts of academic dishonesty including, but not limited to, cheating and plagiarism.
2. Students are to be aware that all submitted work may be analyzed for plagiarism through the application of Turnitin, a plagiarism prevention service used by distance learning instructors at B-CU.

**Disclosure**

1. Distance learning students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications through the LMS are monitored and recorded.
2. Under no circumstances should online participants expect that messages or discussion postings that are created, modified, transmitted, received or stored on B-CU servers are private.

**Disciplinary Action**

1. Distance learning students who violate any of the above conditions will be subject to being dropped from the course in which the violation is committed.
2. The violator may have their LMS user account and access suspended or permanently removed, as well as any other disciplinary action as determined appropriate by B-CU officials.

## Appendix 10



# Community Site User Agreement

Commitment to ethical and collegial conduct is expected of every member of a B-CU community site. This *Community Site User Agreement* outlines expectations for all members.

### Community Site User Agreement

#### Acceptable Use Policy

1. Members may not engage in practices that threaten the integrity of Blackboard, B-CU's Learning Management System (LMS), or the B-CU network (e.g. knowingly downloading or uploading files that contain a virus).
2. Members may not use B-CU's LMS or available resources for any illegal activities including the violation of copyright law and/or software piracy.
3. Members may not access anyone else's LMS account, nor may they share their Blackboard account passwords with others.
4. Members will observe and adhere to all other associated IT policies as required by the B-CU Center for Information Technology.

#### Code of Conduct

1. Members will act in a responsible, ethical and legal manner, in accordance with school policies and in compliance with state and national laws.
2. Members may not write, use, send, download or display deliberately hostile, insulting, obscene, threatening, harassing, discriminatory or otherwise offensive messages, postings or pictures.

#### Copyright

1. Members may not reproduce community site content without explicit written permission. Unauthorized use of course content is prohibited.

#### Disclosure

1. Distance learning students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications through the LMS are monitored and recorded.
2. Under no circumstances should online participants expect that messages or discussion postings that are created, modified, transmitted, received or stored on B-CU servers are private.

#### Disciplinary Action

1. Members who violate any of the above conditions will be subject to having access to the community site in which the violation is committed blocked.

2. At the discretion of site coordinators, the Director of Academic Computing, or campus administrators, the violator may have their LMS user account and access suspended or permanently removed, as well as any other disciplinary action as determined appropriate by B-CU officials.