

# **Guidelines and Resources for Developing and Teaching Online Courses**

**Digital Campus  
California State University, Fresno**

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## **Guidelines & Resources for Developing & Teaching Online Courses**

This document, Guidelines & Resources for Developing & Teaching Online Courses serves as the major resource for faculty or staff developing fully online Web-Based courses at California State University, Fresno and thus assumes that no physical contact will be available between the instructor and student throughout the duration of the online course.

The Guidelines & Resources for Developing & Teaching Online Courses are organized in the following categories. Each category includes guiding principles, example usage and online course evaluation criteria.

### **1.0 Instructional Design**

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- TBD

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## 1.0 Instructional Design

The Instructional Design process will help instructors determine the best online delivery method and design for a course by analyzing students, content, goals, objectives, evaluation needs, and teaching strategies.

### 1.1 Instructional & Audience Analysis

Conducting formal or informal instructional & audience analysis prior to course design will help the instructor set goals and objectives for the course and determine the most suitable method of delivery for a course based on the content and target audience.

Principles:

- 1.1.1 The results of the instructional and audience analysis should be used to determine the most appropriate method of online delivery for a course.
- 1.1.2 Content analysis should determine the knowledge and skills required to achieve each of the course instructional goals and objectives.
- 1.1.3 Audience analysis should determine the students' characteristics, education level, prior subject area knowledge, and motivation regarding the course.
- 1.1.4 Audience analysis should determine the students' technology capabilities and prior experience with online courses.

Example: Professor Jones is teaching an upper-level course to 25 students. Most of the students in the class are third-year students. There are 2 reentry students in the course. Most of the students have had at least one course in Blackboard. The course is traditionally delivered by faculty lecture, has a few group projects and two research assignments.

Application: Professor Jones could post the course syllabus, lecture outlines, research links and faculty information online. Communication tools such as the Discussion Board and Groups could be used to facilitate group interaction.

Evaluation Criteria:

	3	2	1	0
1. Prerequisites are described.	Prerequisites are clearly listed in multiple areas within the course and give examples of why they are needed.	Prerequisites are clearly listed within the syllabus.	Prerequisites are incomplete or are poorly organized within course.	No prerequisites are listed to evaluate at this time.
2. Technology requirements are listed.	Technology requirements are clearly listed in multiple areas within the course and give examples of usage.	Technology requirements are clearly listed in syllabus.	Technology requirements are incomplete or are poorly organized within the course.	No technology requirements are listed to evaluate at this time.

## 1.2 Goals & Objectives

The goals and objectives of each course should be stated in a manner that is clear and measurable. Course goals and objectives should be determined prior to course design and be posted for students.

Principles:

- 1.2.1 The goals and objectives of the course should be clearly communicated to the student.

Example: Professor Jones has set the goals and objectives for History 101.

Application: The course goals and objectives could be included on the syllabus posted on Blackboard and posted individually for each module and/or activity so that all students are aware of the goals.

Evaluation Criteria:

	3	2	1	0
3. Goals and objectives are available to student.	Goals and objectives are given for the course and for each unit within the course.	Goals and objectives are listed for the course within the syllabus.	Goals and objectives are vague or are not consistently listed throughout the course.	No goals or objectives are listed to evaluate.

## 1.3 Instructional Activities

Online Instructional Activities should be designed to enhance students' learning experiences and assist students in achieving the instructional objectives of the course. Activities should have a clear academic purpose, be well organized and planned out prior to implementation.

Principles:

- 1.3.1 Course assignments, activities, and evaluations should be designed to assist students in achieving the goals and objectives of the course.
- 1.3.2 The instructor should organize course content and instructional activities in a consistent manner, by module, session, week or topic, to facilitate student learning.

Example: Professor Jones has determined that a goal for the course is to be able to identify reliable sources of information online.

Application: Professor Jones can use the External Links option to post several different links to Web sites regarding a specific issue. As a group activity, students will discuss the validity and reliability of each source in the Discussion Board.

### Evaluation Criteria:

	3	2	1	0
4. Activities support achievement of goals and objectives.	All activities are clearly related to the achievements of goals and objectives.	Activities appear to support the achievement of goals and objectives.	Activities do not appear to be related to the achievement of goals and objectives.	No activities are listed to evaluate.
5. Content and activities are sequenced logically to support achievement of goals.	All content and activities are sequenced logically to support achievement of goals and goals are individually defined throughout course.	Content and activities are sequenced logically to support the achievement of goals.	Content and activities are not logically sequenced to support the achievement of goals.	No activities are listed to evaluate.

## 1.4 Evaluation

Formative and summative course evaluation is used not only to evaluate student learning but also to gage the effectiveness of the instruction. Online assessment tools allow instructors to evaluate students in a variety of formats.

### Principles:

- 1.4.1 Formative and summative evaluation should be designed to measure student progress toward the goals and objectives of the course.

Example: In the traditional classroom, Professor Jones normally gives several unit quizzes, a mid-term exam, and a final exam.

Application: The Professor will use the Blackboard Assessment Manager to create unit quizzes to perform formative evaluation throughout the semester. The mid-term and final exam will also be given online.

### Evaluation Criteria:

	3	2	1	0
6. Evaluation measures student progress toward the stated course goals and objectives.	Evaluations of student progress are given consistently throughout the course and clearly state the goals and objectives for each.	Evaluation measures student progress toward stated goals and objectives.	Student evaluation does not measure student progress.	No evaluations are listed.

## 1.5 Teaching Strategies

Teaching strategies vary from instructor to instructor and should not be compromised or altered when delivering content online. Instructional analysis should determine the most appropriate delivery method based on the instructor's teaching strategy.

### Principles:

- 1.5.1 Online teaching strategies should reflect the instructor's personal teaching philosophy.
- 1.5.2 Online teaching strategies should utilize the strengths of the instructor and be based on past successes.
- 1.5.3 Online teaching strategies should be designed to assist students in achieving course goals and objectives.

Example: Professor Jones teaches a GE lower-level course with over 50 students in each section. There is a lot of content to cover in the course, so Professor Jones normally lectures during class periods and evaluates students 4 times during the semester using cumulative exams.

Application: For Professor Jones to successfully transform this class into a fully online format, the traditional class lectures will need to be redesigned to incorporate proven online teaching strategies and pedagogy the instructor would feel comfortable implementing. Perhaps a hybrid approach, where sections of the course were delivered online along with traditional in-class instruction, could be implemented until the professor felt comfortable teaching in a fully online environment. This approach would also give ample time for the course materials to be produced in an unrushed, high quality manner.

Evaluation Criteria:

	3	2	1	0
7. Teaching strategies are used to assist students progress toward goals and objectives.	Teaching strategies are clearly defined throughout the course and assist the students progress towards the goals and objectives.	Teaching strategies appear to assist students progress towards goals and objectives.	Teaching strategy is vague or unclear or does not effectively assist students progress toward goals and objectives.	No teaching strategy is defined.

## **2.0 Interaction & Feedback**

Interaction and feedback among students, between students and the instructor, and between students and instructional materials are key issues to consider in any course but especially in a course that is delivered online. The communication tools that are available make online interaction convenient for instructors and students.

### **2.1 Interaction & Collaboration Among Students**

Interaction and collaboration among students can be an integral part of the learning process in an online classroom. Academic and social interaction among students is a natural part of the learning process. Communication tools allow students to interact and collaborate independent of time and space.

Principles:

2.1.1 Selected communication tools should enable and increase interaction and collaboration among students.

2.1.2 Course activities should be designed to increase interaction and collaboration among students.

Examples: Professor Jones is teaching a completely Web-based course. Professor Jones would like the students to work together and share ideas and also wants to make sure that the students do not feel isolated as a result of not physically coming to class.

Application: The professor sets up discussion boards for student introductions, peer-to-peer assistance, and course topic discussions. The professor requires students to contribute to each discussion board as part of their class participation grade.

Evaluation Criteria:

	3	2	1	0
8. Email, discussion board, groups or virtual classroom used to increase student interaction.	Regular interaction among students is facilitated by the use of multiple communication tools.	Communication tools are used to increase student interaction.	Little student interaction is designed or interaction needs consistency or clarification.	No interaction or collaboration among students defined to evaluate.
9. Designed course activities increase and encourage student interaction.	All course activities require regular interaction and collaboration among students.	Some course activities encourage student interaction.	Course activities do not encourage student interaction.	No activities are listed.

### **2.2 Interaction between Students and the Instructor**

Using technology to facilitate student/instructor interaction can be beneficial to the student and the instructor. Technology can allow instructors to assist students without pinning them down to a set time and place. It can provide students who have difficult schedules with access to their instructor that they may normally not have.

Principles:

2.2.1 Selected communication tools should facilitate and enable interaction between students and the instructor.

2.2.2 Selected communication tools should provide students with the same level of support, as they would receive in a face-to-face meeting.

2.2.3 In order to keep students on target, instructors should periodically touch base with students.

Examples: Professor Jones is teaching fully online this semester and must conduct all office hours online.

Application: The professor enables the communication tools in Blackboard, sets up a specific time to respond to discussion board postings, and conducts virtual office hours at a specific time using the Virtual Classroom in Blackboard.

Evaluation Criteria:

	3	2	1	0
10. Email, discussion board, or virtual classroom used to facilitate student/instructor interaction.	Multiple communication tools are incorporated consistently and throughout the course to facilitate student/instructor interaction.	Some communication tools are incorporated and facilitate student/instructor interaction.	Minimal use of communication tools present OR the use of communication tools does not facilitate student/instructor interaction.	No communication tools are used to evaluate.
11. Use of communication tools provides adequate support to students.	Multiple communication tools are incorporated to provide several flexible options for students to seek instructor support.	Some communication tools are incorporated to provide adequate support to students.	Minimal use of communication tools present OR instructor support and communication is not clearly defined.	No communication tools are used to evaluate.
12. Instructor uses communication tools to keep students on target.	Multiple communications tools are incorporated consistently throughout course to keep students on target.	Some communication tools are incorporated to keep students on target.	Minimal use of communication tools present and are not consistently used to keep students on target.	No communication tools are used to evaluate.

### 2.3 Interaction between Students and Instructional Materials

Materials delivered online should serve to enhance learning and support the goals and objectives of the course. Materials should not become technical problems for students.

Principles:

2.3.1 Online instructional materials should be easily accessible by students.

2.3.2 Clear instructions should accompany all online instructional materials.

2.3.3 Online instructional materials should be organized in a logical manner.

### 2.3.4 Online instructional materials should be ADA compliant or efforts should be made to provide suitable alternative material.

Example: Professor Jones has posted all documents online for students. Course statistics reveal that several of the students have not accessed the documents, a few have accessed the documents but do not appear to have read them and few students have printed and read every document.

Application: The professor should write a brief description for all documents along with instructions for the student as to when and how the student should interact with the material. The documents can be organized in Blackboard using folders (by week of the semester, learning unit, chapter, etc.) so there is no confusion as to what material is the current focus of the class at any given time.

#### Evaluation Criteria:

	3	2	1	0
13. Instructional materials are easily accessible.	Instructional materials are offered in multiple formats allowing maximum flexibility for student access.	Most instructional materials are easily accessible.	Instructional materials either require too many technical steps to access OR are nested too deeply within folders OR require excessive scrolling to access comfortably.	No instructional materials are present to evaluate.
14. Clear instructions accompany course materials.	Clear instructions on when and how students should interact with the material is present on all documents and folders.	Some form of instruction accompanies all course materials.	Instructions accompany some documents, but not all OR instructions are vague and add no real instructional value to students.	No instructions accompany materials.
15. Materials are logically organized.	Materials are organized logically and in sync with the syllabus and supplemental materials, outside of required materials, are clearly marked and organized accordingly.	Materials are logically organized.	Materials are present but not organized logically OR organization is overly complicated or cluttered.	No materials to evaluate.
16. Instructional materials are ADA compliant or suitable alternatives are provided.	The syllabus contains an ADA statement, all audio, video and imagery includes captions or transcripts and all documents are supplied in alternative web-	The syllabus contains an ADA statement and all audio, video and imagery includes captions or transcripts.	The syllabus contains a statement regarding ADA.	No ADA compliance or statement thereto are evident.

	accessible formats.			
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## 2.4 Feedback Systems

Instructor feedback to students is an essential part of the learning process. In face-to-face instruction feedback is often instant, and can be verbal or non-verbal. Online, feedback must be written and often cannot be instant. Students must be aware of what to expect in terms of feedback and when they can expect feedback from their instructor.

Tools such as email, discussion boards, and announcements provide instructors with various options for individual and group feedback.

Principles:

2.4.1 Feedback from the instructor should be timely.

2.4.2 Feedback timing should be set by the instructor and clearly communicated to the students.

Example: Professor Jones has asked students to use email to ask question on homework problems. Several students submitted questions on Monday night. When they didn't receive a response by Tuesday morning they resubmitted their questions (fearing that the first message did not arrive).

Application: The professor should set up clear guidelines for when and how he/she will respond to student email messages.

Evaluation Criteria:

	3	2	1	0
17. A plan for instructor feedback and the timing of that feedback is clearly communicated to student.	Multiple options for instructor feedback is repeatedly stated throughout the course content and allows for maximum flexibility for the student.	A plan for instructor feedback and the timing of feedback is communicated to the student.	The plan for instructor feedback is unclear or inconsistently represented in the course.	No instructor feedback plan is stated.

## 2.5 Pace of Learning and Procrastination

Delivering content online should be treated as you would treat content delivered in person in a classroom. Online content should be paced, as it would be in the classroom. The instructor should set the pace for content delivery.

Principles:

2.5.1 Online content should follow a schedule for the course set by instructor.

2.5.2 Course schedule should be clearly communicated to the student.

Example: Professor Jones has posted outlines, study guides, additional reading material and quizzes for students. Some of the students have completed all of the material and some haven't started.

Application: In addition to the course timeline that appears in the syllabus, Professor Jones can use the course calendar to post key dates for students. Course announcements can also be used to remind students to complete a task. The professor can also organize the documents based on a timeline to assist students in working through the content in the desired order at the pace determined by the instructor.

Evaluation Criteria:

	3	2	1	0
18. Course pace follows schedule set by instructor.	Course schedule and pace are listed in the syllabus and pace is defined on assignment and assessment level as well.	Course schedule is listed in the syllabus and course pace is described.	Course schedule is listed in syllabus but no indication or example of pace is defined.	No pace or schedule is listed to evaluate.

## 2.6 Asynchronous/Synchronous Electronic Communication

Communication tools can be used for real time communication (synchronous) or time independent (asynchronous) communication between students and the instructor. The selected tool should help students achieve the goals and objectives of the course and be determined by conducting an audience analysis.

Principles:

2.6.1 Asynchronous electronic communication should be designed to facilitate communication among students and between students and the instructor independent of time.

2.6.2 Synchronous electronic communication should be designed to facilitate communication among students and between students and the instructor in real time.

2.6.3 Participation expectations should be clearly communicated to the student.

Example: Professor Jones' students are reading several books during the semester. Discussion of the books is important but the class is being taught fully online.

Application: The Discussion Board could be used to conduct discussions on each book. The instructor can post a specific question to begin the discussion or it can be a more free form discussion depending on the instructor's goals.

This would allow every member of the class to contribute their thoughts to the discussion and respond to other students' thoughts or ideas.

Evaluation Criteria:

	3	2	1	0
19. Tools are used to effectively facilitate communication.	Communication tools are used effectively to facilitate communication at take maximum advantage of time independent and real time communication modes.	Communication tools are used to effectively facilitate communication.	Communication tools are implemented in an ineffective manner.	No communication tools are used to facilitate communication.
20. Participation expectations are communicated to student.	Participation expectations are communicated to the student in the syllabus and throughout the course materials.	Participation expectations are communicated to student within the syllabus.	Participation expectations are vague or are not consistent.	No participation expectations are defined.

## 2.7 Online Student Assessment & Grade Reporting

Online student assessment tools can be used to conduct formative or summative evaluations. Reporting student grades online through an online course delivery system eliminates the needs to post grades in the classroom using student id numbers or other student codes. Grades are reported individually to each student as soon as the grade is recorded.

Principles:

2.7.1 Student assessments should be designed to measure student progress toward course goals and objectives.

2.7.2 Grade reporting to students should be confidential and secure.

Example: Professor Jones has 100 students and normally posts grades outside of his/her office after each exam using the last four digits of the students' SSN as a code.

Application: Professor Jones will teach fully online and use the online Gradebook to enter exam scores. Students can access their grades when they sign on to Blackboard. They will only be able to see their own score and the average class score.

## Evaluation Criteria:

	3	2	1	0
21. Assessments measure progress toward goals and objectives.	Assessments are consistently given throughout the course to measure progress towards goals and objectives and feedback is given consistently to students.	Some assessments are given to measure progress toward goals and objectives.	Assessments are given but are not tied to specified goals or objectives.	No assessments are given to evaluate.
22. Grade reporting is confidential and secure.	All grades are posted consistently using the Gradebook and a stated method of communication exists for students to discuss grades with instructor.	Grades are posted consistently using Gradebook.	Grades are posted using some other method besides Gradebook or grades are not consistently posted.	Gradebook not used.

## **3.0 Instructional Media**

### **3.1 Information Presentation**

The information presented in an online course should be clear and organized from a content perspective in addition to being produced efficiently for quick online retrieval.

Principles:

- 3.1.1. Information within course documents should be organized in a way that facilitates information processing and reading.
- 3.1.2. Course content should be organized in a clear manner and the course documents should be logically linked to facilitate information retrieval.
- 3.1.3. Course content should be prepared in such a way as to anticipate slow dial-up Internet connections
- 3.1.4. Alternative methods for information presentation may be required when students with disabilities require access to course content. This applies mostly to content that includes graphics, audio and video.
- 3.1.5. All textual information should be formatted in an easy to read manner and should not include unnecessary spaces, line breaks or hard to read upper case lettering.
- 3.1.6. Document and folder descriptions should be used consistently and clearly

Example: For each lecture, Professor Jones has a Power Point presentation, complete lecture notes in a Word document and several related readings saved as PDF files.

Application: In Blackboard the professor creates a folder for each lecture under the Course Documents button. In the description for each folder, Professor Jones states the order the student should review all the material and any action that may be required by the student such as a quiz or homework assignment. At that point the professor uploads the documents in the suggested order within the folder.

Evaluation Criteria:

	3	2	1	0
23. Information is organized to facilitate information processing and reading.	Course content is clearly organized. Content presentations, reading assignments, and assessment activities are presented in a logical manner.	Course content is clear. Presentations, reading materials, and assessment activities could be more logically organized.	Content presentations, reading assignments, assessment activities are spread out throughout the course and are not logically linked.	Not enough course content available to evaluate this item.

24. Course content is clear and documents are logically linked.	Course content is clearly presented to students in each learning unit. Presentations incorporate various media other than text. Supporting material are readily available and logically linked to the content.	Course content is clear. Content, reading materials, and assessment activities could be more logically organized.	Course content is unclear. Documents are present but not logically linked to supporting materials.	Not enough course content available to evaluate this item.
25. Course content anticipates slow dial-up Internet connections.	Alternative options are available and posted in Blackboard for all content with large files.	No alternative options posted. Alternative options are available by request.	Large files present in course. No alternative present or mentioned by faculty member.	Not enough course content available to evaluate this item OR content is presented as text only and would not be a problem for slow dial-up connections.
26. Alternative methods for information presentation are available for students with disabilities.	Accessibility accommodations mentioned in syllabus. Students may request alternative presentation formats. Presentations currently posted in more than one format.	Accessibility accommodations mentioned in syllabus. Students may request alternative presentation formats.	No notice of accessibility accommodations posted in course.	Not enough course content available to evaluate this item OR content is presented as text only.
27. All textual information should be formatted in an easy to read manner and should not include unnecessary spaces or hard to read upper case lettering.	All textual information is formatted exceptionally well for reading on screen and is uploaded into the course in a consistent and easy to read manner.	Textual information if formatted adequately.	Textual information needs better formatting OR text is presented in all upper case making the information hard to read.	No textual information is present to evaluate.
28. Document and folder descriptions should be used consistently and clearly	Document and folder descriptions are used in an exceptionally clear manner and aid in information exchange and navigation.	Document and folder descriptions are used in an appropriate manner.	Document descriptions have been used inappropriately to display large text documents, OR folder descriptions are used incorrectly.	No document or folder descriptions are present to evaluate.

### 3.2 Interface Design

Interface design considerations are important to the delivery of online instruction. An online course management system can facilitate the creation of a streamlined user interface to a certain extent, but when links are created to external Web sites or when Web pages load in a new browser window, clear interface navigation is required. In addition, the use of graphics and icons should facilitate learning and not interfere with or overpower the comprehension of information.

## Principles:

- 3.2.1 When linking to externally hosted Web sites, Web pages should load into a new browser window and navigation elements should be clear and consistent providing a clear sense of direction to the student.
- 3.2.2 Graphics and icons should be incorporated for the distinct purpose of either information processing or navigation design and animated graphics should be used with discretion.
- 3.2.3 The instructor should disable all buttons and communication tools that are not being utilized within the course management system so that students are not confused as to their use within the online course.
- 3.2.4 The use of color and textured buttons should be used sparingly as a backdrop to the information and not overpower the information.

Example: Professor Jones has a complex document uploaded on Blackboard but students complain they cannot see all the information at once and must continuously scroll to see the information.

Application: Professor Jones uploads the document so it opens in a new browser window – without the Blackboard frames. In the process, the professor states in the document description that a new browser will display and includes instructions in the linked document on how the student can return to the Blackboard screen when needed.

## Evaluation Criteria:

	3	2	1	0
29. Navigation elements are clear and consistent and provide a clear sense of direction.	Buttons, folders and files are logically organized. Faculty member provides student with orientation to course in announcement area.	Buttons, folders and files organized. No message from faculty regarding course orientation.	Buttons, folders and file structure is confusing. It would be frustrating for a student to use this course. There is no message from faculty about course orientation.	Not enough course content available to evaluate this item.
30. Graphics are used for information processing or navigation design.	Graphics present in lecture presentations to help demonstrate a concept or illustrate a point. Graphics support content presentation. Graphics are high quality and are formatted for the Web.	Graphic elements present in lecture presentations but are unrelated to content.	All graphics are unrelated to the course content or navigation. OR Poor quality graphics or unnecessarily large graphics present (not formatted for Web).	No graphics are present in this course.
31. Only buttons and tools that are used are enabled in	No unused buttons or tools enabled.	1 - 2 unused buttons or tools enabled.	More than 2 unused buttons or tools enabled.	There is not enough content available to

the course.				evaluate this item.
32. The use of color and textured buttons should be used sparingly as a backdrop to the information, not to overpower the information.	Color and button texture is used throughout course in a consistent manner and enhances information presentation and navigation.	Color or button textures are used in an appropriate way and do not interfere with information presentation.	Loud colors or textured buttons overpower information presentation.	Color is not used.

### 3.3 Multimedia Elements

Multimedia elements can greatly enhance the learning experience for students of varying learning styles. They can also greatly distract if not incorporated correctly or when limited bandwidth hinders the students from accessing the information. The following principles should be followed so that media elements enhance, rather than distract, the student.

Principle:

- 3.3.1 Multimedia elements should only be incorporated into an online course if they assist in information processing and meet the instructional objectives of the course.
- 3.3.2 Audio should be used to reinforce the course content, not as the primary delivery method for the content.
- 3.3.3 Animation should be used to assist in visualizing information and processes, to demonstrate, and reinforce the content, not to entertain or visually distract the user.
- 3.3.4 Video should be incorporated to reinforce course content and should be produced in such a way to make it accessible to students with lower-end computers and slow internet connections.

Example: Professor Jones uses several video segments in the classroom lecture and wants to incorporate the video into a Web-Enhanced course. The professor has done an informal poll and has determined that most students have slow Internet access.

Application: Professor Jones has only the key segments digitized, eliminating content from the video that isn't vital to the learning objective. After digitization, the video is exported in both high and low bandwidth versions. The high bandwidth version is shown in the class lecture on campus, and the low bandwidth version is accessible as review material to the students who have slower bandwidth access. This way only the important segments are digitized to begin with, not the entire video, and two levels of quality are offered to the students to choose from.

## Evaluation Criteria:

	3	2	1	0
33. Multimedia elements assist in information processing and meet instructional objectives.	Multimedia elements present in the course are logically linked to course content presentations and assignments. Text transcripts of the audio are available in the course for students to review.	Multimedia elements present in the course are linked to the course content but no text alternative is available.	Multimedia elements appear to be unrelated to course content. OR - Multimedia elements present are difficult to access, plug-ins required but not specified by instructor.	No multimedia elements present in course.
34. Audio reinforces content and is not the primary delivery method.	Audio present in the course is logically linked to course content presentations and assignments. Text transcripts of the audio are available in the course for students to review.	Audio present in the course is linked to the course content but no text transcripts are available.	Audio present in the courses does not appear to be linked to content presentation or assignments.	No audio is included in this course.
35. Animation assists in visualizing information and does not distract the user.	Animation elements are directly related to content presentation.	Animation elements are not directly related to course content but are not distracting.	Animation is distracting and is unrelated to the course content.	No animation elements are present in this course.
36. Video reinforces content and is accessible to low end computers.	Video is directly related to content and is part of a course activity. High and low bandwidth versions are posted.	Video is directly related to course content but does not appear to be tied to any course activity or assessment. High and low bandwidth versions are posted.	Video does not appear to be directly linked to course content, activities or assessment. High bandwidth version only.	No video is present in this course.

## **4.0 Course Management**

Course management is a critical component to the success of an online course. When course management is taken into consideration during the planning and preparation of the course creation process, as well as the communication aspects of the course, the instructor will have a greater grasp of the upfront requirements and less likely to be overwhelmed with the day-to-day maintenance of an online course.

### **4.1 Time Requirements**

Each category of online course requires a specific amount of time to develop and to properly maintain throughout the duration of the semester. The time requirements for implementation and use of each feature in the course delivery system can be easily estimated and then implemented in a way to manage time successfully and empower students to manage their time successfully as well.

Principles:

- 4.1.1 The instructor should examine the instructional design requirements to determine the time required to develop and deliver an online course and be prepared to allocate the required resources.
- 4.1.2 The instructor should assess the course content and their own experience with online instruction, to determine the maximum enrollment in order for the online course to be successful.
- 4.1.3 The instructor should empower students to take responsibility for their own learning in an online course by incorporating communication that facilitates empowerment.
- 4.1.4 The instructor should provide students with information on how to access the campus online management system (Blackboard) and the support resources available for students who experience technical problems or need assistance in mastering the learning technologies used in the course content.

Example: Professor Jones is planning to use Blackboard for the first time. The professor has analyzed the course needs and determined that there is too much work to be done to get the course online.

Application: Knowing the demanding time requirements for building a fully online course, Professor Jones can start the course as a Web-Enhanced course by posting documents that are already in electronic form (Syllabus, Outlines, etc.). After a semester the professor can reevaluate the course design and take the requisite time needed to build a successful Web-Based course.

Evaluation Criteria:

	3	2	1	0
37. Time requirements to develop and deliver an online course have been examined and resources allocated.	An ample amount of time has been taken to develop this course and the time to deliver this course effectively has been very well planned.	An adequate amount of time has been allocated to develop and deliver this course effectively.	More time is needed to develop this online course OR the course will require an excessive amount of time	Not enough time has been allocated to develop or deliver this online course.

			to deliver effectively as designed.	
38. Content and experience has been examined and maximum enrollment defined.	Course is limited to a maximum enrollment determined by the instructor.	Content and experience has been examined and determined to be suitable for an effective course and maximum enrollment is inline with experience.	Content or experience will make the effective delivery of this course extremely difficult OR the maximum enrollment is far too high to be effective.	No maximum enrollment set for course OR the content or experience is inadequate to deliver an effective online course.
39. Instructor communication empowers students to be responsible for their own learning.	Faculty provide continual guidance, timelines and direction in messages, announcements and posted items.	Communication is limited to periodic reminders to complete a task.	There appears to be very little communication from the instructor to the student. Content is simply posted in folders for students to review.	There is not enough information available to evaluate this item.
40. Information on support and assistance for Blackboard is available within the course.	Orientation to the course is available with instructions for obtaining support and assistance. Information also included in course syllabus.	Information is available in the course syllabus.	No information about support and assistance for Blackboard is available in the course.	There is not enough information available to evaluate this item.

## 4.2 Tracking and Evaluating Student Progress

Tracking and evaluating student progress is vital to the success of online learning. It is important to assess the student's continued participation and interaction with the course materials in order to facilitate the student's success.

Principles:

4.2.1 The instructor should track student learning progress at consistent time intervals throughout the duration of the online course to provide timely advice and assistance.

4.2.2 Evaluation activities should be appropriate for fully online instruction.

Example: Professor Jones is teaching a Web-based course. Students are expected to review the lecture materials that are posted online based on a course schedule. When this course is taught in a classroom, students take 4 cumulative exams including the final. Since Professor Jones does not see the students in a traditional classroom, it is difficult to gage how well the students are learning the content and where they need additional assistance.

Application: Professor Jones can set up quizzes for each lesson in Blackboard to assess student progress. From the results of the quizzes, Professor Jones can assess problem areas in the content, determine if the class is on track as a whole or if individuals are falling behind and take appropriate actions to get the class on track. Communication tools can facilitate this communication for individuals or the entire class.

Evaluation Criteria:

	3	2	1	0
41. Student learning is tracked consistently throughout the duration of the online course.	Formative assessment is present in each learning unit. Faculty member will clearly be able to determine student's progress toward goals and objectives using one or more of the following (quizzes, exams, assignments, communication tools, surveys).	Student learning can be tracked periodically during the course from course assessments.	Tracking student learning will only be possible through 4 or less assessments. No other method of tracking evident in course.	It is difficult to determine how student learning will be tracked in this course.
42. Evaluation activities are appropriate for fully online instruction.	Evaluation activities are appropriate for fully online instruction and maximize the flexibility that online instruction affords.	Evaluation activities are appropriate for fully online instruction.	Evaluation activities are included but do not translate well to a fully online environment.	No evaluation activities are available to evaluate.

### 4.3 Providing Adequate Feedback

For online instruction to be successful, immediate feedback and consistent communication with the student is key. This is especially important when students are in remote locations, other than the traditional classroom. When the instructor is consistent in communicating with the students, questions and problems can be handled quickly without interfering with learning objectives.

Principle:

4.3.1 The instructor should respond to student email or discussion forums in a timely manner and provide adequate feedback.

Example: Professor Jones has asked students to use the Discussion Board to seek help on a class project. One student submitted a question on Saturday night but did not get a response so sent the professor three email messages just to make sure that the message went through.

Application: Professor Jones plans to respond to Discussion Board postings during office hours on Mondays, Wednesdays and Fridays. These guidelines should be posted within the course letting students know when their messages will be answered. Setting students' expectations for response time

should eliminate “panic messages” sent to the instructor. The frequency in instructor response will provide adequate feedback to the students.

Evaluation Criteria:

	3	2	1	0
43. The instructor responds to email and discussion forums in a timely manner.	The instructor has a clear plan for feedback and response time. The information is posted in the syllabus and with each Discussion Board or activity.	The course is utilizing Discussion Boards and Email. Policies are posted for response time and feedback in the syllabus only.	There appears to be very little communication from the instructor to the student And no response time for feedback is stated.	There is not enough information available to evaluate this item.

#### 4.4 Managing Asynchronous & Synchronous Communication

Asynchronous and synchronous communication tools can greatly enhance the learning process in online learning if instructions for use and participation are clearly stated.

Principle:

- 4.4.1 When using asynchronous communication tools, such as discussion forums, the instructor should set the student’s expectations for interaction by clearly stating how and by when the instructor’s feedback will be given and how the student is to participate using the tools.
- 4.4.2 When using synchronous communication tools such as virtual classroom, clearly define the protocol for student interaction so that a controlled pace of communication is possible.

Example: Professor Jones is using the virtual classroom to conduct online office hours. There were three students signed on. While Professor Jones was helping one student, another student was using the white board to ask a question and accidentally drew over Professor Jones’ explanation.

Application: Professor Jones should set up guidelines for attending online office hours. Students should be aware of these virtual office hour etiquette issues. Professor Jones can also set controls in the Virtual Classroom to control contribution to the classroom so that the instructor must recognize students before they can add to the discussion.

Evaluation Criteria:

	3	2	1	0
44. The instructor states how and by when feedback will be given and how the student is to participate.	The instructor has a clear plan for feedback and response time. The information is posted in the syllabus and with each Discussion Board. The	Policies are posted for response time feedback and student participation in the syllabus only.	There is no policy or statement on how and by when feedback will be given, OR there is no definition for student	There is not enough information available to evaluate this item.

	instructor has set expectations for response time and feedback and communication tool etiquette.		participation even though communication tools are present in course.	
45. The protocol for student interaction when using virtual classroom is clearly stated.	The protocol is clearly stated and is presented to the student with the instructions to use the virtual classroom (how & when). The policy is also clearly stated in the syllabus.	There is a protocol listed in the syllabus, or within a specific module or assignment, for student interaction when using the virtual classroom.	There is no protocol stated for student interaction in the virtual classroom, even though the virtual classroom tool is enabled.	The virtual classroom will not be utilized in this course.

#### 4.5 Promoting Online Learning Community

Promoting online learning community is important goal for any category of online course. Students are more motivated to succeed online when they feel connected to their learning community.

Principles:

- 4.5.1 The instructor should utilize communication and group work tools to promote an atmosphere of communication and information sharing.
- 4.5.2 Due to the limited social contact of students participating in fully Web-Based courses, effort should be made to enhance communication between students as well as with the instructor.

Example: Professor Jones is teaching a fully Web-based course. The professor would like students to complete group projects for the course. The professor is concerned that the groups will not work well together since the students will never meet each other.

Application: Professor Jones can place the students into manageable groups (4 to 5 students). To get the projects and the groups started, Professor Jones could start a discussion board for each group and ask group members to introduce themselves. Since this class is fully online, Professor Jones should require groups to use the group tools to communicate and work on their project (discussion board, email, virtual classroom, file sharing). Once groups are assigned, roles and responsibilities can be defined to ensure participation. Professor Jones can monitor group progress and provide assistance and guidance as needed.

## Evaluation Criteria:

	3	2	1	0
46. The instructor utilizes communication and group work tools.	The instructor has incorporated the Discussion Board (and/or Virtual Classroom) as an integral part of the course. Groups are assigned with well developed roles & responsibilities that reinforce goals and objectives.	The instructor has created Discussion Boards for student use but is not requiring it as part of the course (i.e. - not a part of any specific module) OR groups are defined but have vague goals and objectives or instructions.	No communication or group tools are utilized in this course.	There is not enough information available to evaluate this item.
47. Effort is made to enhance communication between students as well as with the instructor.	The instructor has incorporated the Discussion Board (and/or Virtual Classroom) as an integral part of the course. The instructor will be using these tools with every module and requiring student participation.	The instructor has created Discussion Boards for student use but is not requiring it as part of the course (i.e. - not a part of any specific module).	No communication or group tools are utilized in this course, OR communication and group tools are inadequately or inconsistently implemented.	There is not enough information available to evaluate this item.

## **5.0 Sample Policies**

The following sample paragraphs regarding Blackboard use, technical support and copyright can be customized and added to course syllabi:

### **Web-based Courses**

This class is completely Web-based. Lectures, quizzes, assignments, and discussions will all occur through our course Web site in Blackboard. It is the student's responsibility to access the material and follow the appropriate instructions in Blackboard. Students must report any problems accessing material to the instructor immediately.

**Student Password Problems:** Contact the ITS Help Desk at (559) 278-1111 ext. 2 or email: [help@csufresno.edu](mailto:help@csufresno.edu) to have your Blackboard password reset. Technical support is available from 7:00am to 10:00pm daily.

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. Reasonable accommodation will be made to provide suitable alternatives for non-ADA compliant material posted online.

For example, PDF documents and documents that rely on images to convey ideas cannot be read by adaptive technology systems. In this instance a text description of the image or text-version of the document should be available for students on an as needed basis. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Copyright:** All CSU Fresno copyright guidelines apply to electronic pages. Please refer to the CSU Fresno Faculty Handbook for details.

## **Appendix A: Principles at a Glance**

<b>1.0 Instructional Design</b>	<b>Principles</b>	<b>Addressed</b>
Instructional and Audience Analysis	<p>1.1.1. The results of the instructional and audience analysis should be used to determine the most appropriate method of online delivery for a course.</p> <p>1.1.2. Content analysis should determine the knowledge and skills required to achieve each of the course instructional goals and objectives.</p> <p>1.1.3. Audience analysis should determine the students' characteristics, education level, prior subject area knowledge, and motivation regarding the course.</p> <p>1.1.4. Audience analysis should determine the students' technology capabilities and prior experience with online courses.</p>	
Course Goals/Objectives	1.2.1. The goals and objectives of the course should be clearly communicated to the student.	
Instructional Activities	<p>1.3.1. Course assignments, activities, and evaluations should be designed to assist students in achieving the goals and objectives of the course.</p> <p>1.3.2. The instructor should organize course content and instructional activities in a consistent manner, by module, session, week or topic, to facilitate student learning.</p>	
Evaluation	1.4.1. Formative and summative evaluation should be designed to measure student progress toward the goals and objectives of the course.	
Teaching Strategies	<p>1.5.1. Online teaching strategies should reflect the instructor's personal teaching philosophy.</p> <p>1.5.2. Online teaching strategies should utilize the strengths of the instructor and be based on past successes.</p> <p>1.5.3. Online teaching strategies should be designed to assist students in achieving course goals and objectives.</p>	

## **Principles at a Glance : 2.0 Interaction and Feedback**

<b>2.0 Interaction and Feedback</b>	<b>Principles</b>	<b>Addressed</b>
Interaction and Collaboration Among Students	<p>2.1.1. Selected communication tools should enable and increase interaction and collaboration among students.</p> <p>2.1.2. Course activities should be designed to increase interaction and collaboration among students.</p>	
Interaction between Students and Instructor	<p>2.2.1. Selected communication tools should facilitate and enable interaction between students and the instructor.</p> <p>2.2.2. Selected communication tools should provide students with the same level of support, as they would receive in a face-to-face meeting.</p> <p>2.2.3. In order to keep students on target, instructors should periodically touch base with students.</p>	
Interaction between Students and Instructional Materials	<p>2.3.1. Online instructional materials should be easily accessible by students.</p> <p>2.3.2. Clear instructions should accompany all online instructional materials.</p> <p>2.3.3. Online instructional materials should be organized in a logical manner.</p> <p>2.3.4. Online instructional materials should be ADA compliant or efforts should be made to provide suitable alternative material.</p>	
Feedback Systems	<p>2.4.1. Feedback from the instructor should be timely.</p> <p>2.4.2. Feedback timing should be set by the instructor and clearly communicated to the students.</p>	
Pace of Learning and Procrastination	<p>2.5.1. Online content should follow a schedule for the course set by instructor.</p> <p>2.5.2. Course schedule should be clearly communicated to the student.</p>	
Asynchronous/Synchronous Electronic Communication	<p>2.5.1. Asynchronous electronic communication should be designed to facilitate communication among students and between students and the instructor independent of time.</p> <p>2.6.2. Synchronous electronic communication should be designed to facilitate communication among students and between students and the instructor in real time.</p> <p>2.6.3. Participation expectations should be clearly communicated to the student.</p>	
Online Student Assessment and Grade Reporting	<p>2.7.1. Student assessments should be designed to measure student progress toward course goals and objectives.</p> <p>2.7.2. Grade reporting to students should be confidential and secure.</p>	

### **Principles at a Glance : 3.0 Instructional Media**

<b>3.0 Instructional Media</b>	<b>Principles</b>	<b>Addressed</b>
Information Presentation	<p>3.1.1. Information within course documents should be organized in a way that facilitates information processing and reading.</p> <p>3.1.2. Course content should be organized in a clear manner and the course documents should be logically linked to facilitate information retrieval.</p> <p>3.1.3. Course content should be prepared in such a way as to anticipate slow dial-up Internet connections</p> <p>3.1.4. Alternative methods for information presentation may be required when students with disabilities require access to course content. This applies mostly to content that includes graphics, audio and video.</p> <p>3.1.5. All textual information should be formatted in an easy to read manner and should not include unnecessary spaces or hard to read upper case lettering.</p> <p>3.1.6. Document and folder descriptions should be used consistently and clearly</p>	
Interface Design	<p>3.2.1. When linking to externally hosted Web sites, Web pages should load into a new browser window and navigation elements should be clear and consistent providing a clear sense of direction to the student.</p> <p>3.2.2. Graphics and icons should be incorporated for the distinct purpose of either information processing or navigation design.</p> <p>3.2.3. The instructor should disable all buttons and communication tools that are not being utilized within the course management system so that students are not confused as to their use within the online course.</p> <p>3.2.4. The use of color and textured buttons should be used sparingly as a backdrop to the information, not to overpower the information.</p>	
Multimedia Elements	<p>3.3.1. Multimedia elements should only be incorporated into an online course if they assist in information processing and meet the instructional objectives of the course.</p> <p>3.3.2. Audio should be used to reinforce the course content, not as the primary delivery method for the content.</p> <p>3.3.3. Animation should be used to assist in visualizing information and processes, to demonstrate, and reinforce the content, not to entertain or visually distract the user.</p> <p>3.3.4. Video should be incorporated to reinforce course content and should be produced in such as way to make it accessible to students with lower end computers.</p>	

### **Principles at a Glance : 4.0 Course Management**

<b>4.0 Course Management</b>	<b>Principles</b>	<b>Addressed</b>
Time Requirements	<p>4.1.1. The instructor should examine the instructional design requirements to determine the time required to develop and deliver an online course and be prepared to allocate the required resources.</p> <p>4.1.2. The instructor should assess the course content and their own experience with online instruction, to determine the maximum enrollment in order for the online course to be successful.</p> <p>4.1.3. The instructor should empower students to take responsibility for their own learning in an online course by incorporating communication that facilitates empowerment.</p> <p>4.1.4. The instructor should provide students with information on how to access the campus online education system (Blackboard) and the support resources available for students who experience technical problems or need assistance in mastering the learning technologies used in the course content.</p>	
Tracking and Evaluating Student Progress	<p>4.2.1. The instructor should track student learning progress at consistent time intervals throughout the duration of the online course to provide timely advice and assistance.</p> <p>4.2.2. Evaluation activities should be appropriate for fully online instruction.</p>	
Providing Adequate Feedback	<p>4.3.1. The instructor should respond to student email or discussion forums in a timely manner and provide adequate feedback.</p>	
Managing Asynchronous/Synchronous Electronic Communication	<p>4.4.1. When using asynchronous communication tools, such as discussion forums, the instructor should set the student's expectations for interaction by clearly stating how and by when the instructor's feedback will be given and how the student is to participate using the tools.</p> <p>4.4.2. When using synchronous communication tools such as virtual classroom, clearly define the protocol for student interaction so that a controlled pace of communication is possible.</p>	
Promoting Online Learning Community	<p>4.5.1. The instructor should utilize communication and group work tools to promote an atmosphere of communication and information sharing.</p> <p>4.5.2. Due to the limited social contact of students participating in fully Web-Based courses, effort should be made to enhance communication between students as well as with the instructor.</p>	

## **Appendix B: Sample Courses**

### Sample Course Description

Professor Jones has been teaching CSUF132 for 6 years. The professor normally teaches at least one section of CSUF132 each semester. The course is required for all student majors in the department. Enrollment for CSUF132 varies from 22 – 30 students per section per semester. Students typically take this course during their third-year, as there are a few required prerequisite courses prior to taking CSUF132. The course is a prerequisite for a fourth-year course. Students are expected to pass the course with at least a C in order to move on to the next level of department requirements.

Traditionally, Professor Jones lectures during class periods using the chalkboard to note important concepts. Recently, the professor has started using overhead slides to organize lectures and highlight key concepts. Professor Jones periodically asks questions during the class lecture to assess how well students understand the material. Students spend class time taking notes on the lecture. Professor Jones is receptive to student questions however, due to the volume of content covered in each class lecture, there is rarely time for questions during class.

Students take 3 unit exams during the semester and one cumulative final exam. There are several graded homework assignments due in between exams as well as a group research project. Professor Jones assigns students to groups of four or five in the beginning of the semester for the group research project.

### **Application 1: The Web-Assisted Course**

Professor Jones will still deliver all of the course content and all communication in person in class. Professor Jones will use Blackboard as an additional method of distributing information and communicating with students. Professor Jones can use the Announcements feature to broadcast important messages about the course to the class. In addition to handing the Syllabus out in class, Professor Jones will post it in Blackboard so that students always have access to a copy. Contact and office hour information is posted in the Faculty Information section. Professor Jones will post copies of the overhead slides in the Course Documents section so that students can print their own copy. Students will attend all scheduled classes, hand in assignments in class, and take exams in class.

#### Blackboard Course Structure: Web-Assisted Course

Button 1	Announcements	For posting messages to the class
Button 2	Syllabus	For posting the syllabus and course schedule
Button 3	Faculty Information	For posting faculty contact info and office hours
Button 4	Course Documents	For posting lecture notes and handouts

## Application 2: The Web-Enhanced Course

### Version A: Communication & Collaboration

Professor Jones will use Blackboard to enhance class communication and collaboration. Announcements will be posted to remind students of important dates and deadlines. Since there is little time for in-class discussions, Professor Jones will set up Discussion Boards for several key topics and require students to contribute to each discussion by a specified date. Professor Jones will set up the groups using Group Tools for the research project in Blackboard and require groups to “meet” and conduct all of their communication in the Group Environment so that progress and participation can be monitored. Groups will have access to their own Discussion Boards, Group Email list, Virtual Classroom and Group File Exchange. Professor Jones will use the Online Gradebook to enter grades so that students can access their grades securely from Blackboard and can compare their scores to the class average.

#### Blackboard Course Structure: Web-Enhanced Course (Communication & Collaboration)

Button 1	Announcements	For posting messages to the class
Button 2	Syllabus	For posting the syllabus and course schedule
Button 3	Faculty Information	For posting faculty contact info and office hours
Button 4	Course Documents	For posting lecture notes and handouts
Button 5	Communication	For accessing email and discussion boards
Button 6	Student Tools	For accessing the roster and checking grades
Button 7	Groups	For accessing groups (communication & file sharing)

### Version B: Course Content Delivery

Professor Jones will use Blackboard to enhance course content delivery. Announcements will be posted to remind students of important dates and to alert students when new material is available. The professor will convert all class lecture notes and outlines to digital format and make them available to students in Course Documents prior to each class. Professor Jones will create quizzes to assess student progress and post grades in the Online Gradebook. Professor Jones will organize External Links in relevant folders to supplement lecture & textbook material.

#### Blackboard Course Structure: Web-Enhanced Course (Course Content Delivery)

Button 1	Announcements	For posting messages to the class
Button 2	Syllabus	For posting the syllabus and course schedule
Button 3	Faculty Information	For posting faculty contact info and office hours
Button 4	Course Documents	For posting lecture notes and handouts
Button 5	Assignments	For accessing quizzes and assignments
Button 6	Student Tools	For accessing the roster and checking grades
Button 7	External Links	For posting links to Web resources

### Version C: Combination

A combination of features from both versions can be used to customize courses as needed, by using 50% of the Blackboard features to create a Web-enhanced course.

### **Application 3: The Web-Based Course**

Students in Professor Jones' Web-based course will not attend class on campus. Blackboard will be used to deliver all of the course content (replacing the in-class lectures), for communication & collaboration among students and between students and Professor Jones, and for assessment and grade reporting. Professor Jones' has the option to administer an in-class final examination.

Class lectures outlines and notes will be converted to complete, detailed presentations using PowerPoint. The class presentations will be posted in Course Documents (organized by week) for students to download and review on a schedule set by the professor. Professor Jones will organize External Links to accompany class lecture information and selected links to assist group research projects. Students will be required to participate in class discussions on the Discussion Board about each topic based on textbook readings and PowerPoint presentations by a specified date. Professor Jones will design thoughtful questions to help focus the discussions and will establish feedback timelines.

Students will submit their homework assignments online. Professor Jones will grade assignments and post grades in the Online Gradebook. Weekly quizzes will be used to help Professor Jones assess student progress and to help keep students on track. Professor Jones will use the Virtual Classroom during office hours for live chat. Students will be organized in groups for the group research project. The groups will be set up by Professor Jones at the start of the semester and will also be used as study groups throughout the semester. Groups will use the Group Environment for all communication activities and for file sharing. Professor Jones will monitor group progress and activities through the Group Tools.

Professor Jones will provide students with a detailed schedule of course activities including presentation schedule, textbook reading schedule, Discussion Board requirements, assignment deadlines, synchronous chat times, and quiz/exam schedule. Professor Jones will touch base with students using email throughout the semester.

#### **Blackboard Course Structure: Web-Based Course**

Button 1	Announcements	For posting messages to the class
Button 2	Syllabus	For posting the syllabus and course schedule
Button 3	Faculty Information	For posting faculty contact info and office hours
Button 4	Course Documents	For posting lecture presentations and handouts
Button 5	Assignments	For accessing quizzes and posting assignments
Button 6	Communication	For accessing email, discussion boards & virtual classroom
Button 7	Groups	For accessing group tools
Button 8	Student Tools	For accessing the roster and checking grades
Button 9	External Links	For posting links to Web resources

## **Appendix C: Digital Campus Support Services**

### **Blackboard Training:**

The Digital Campus offers several Blackboard training options to faculty and staff.

The courses offered include:

- **Blackboard Orientation – A Course Building Primer**

The goal of this two-hour orientation is to present the thousand foot View of Blackboard from a faculty perspective and introduce a detailed checklist in preparation for the Course Building Workshop. Topics covered will include; how to approach putting a course online, course organization examples, scenarios for controlling information flow, course content and file preparation. This orientation is a primer designed to give an understanding of what preparation is needed ahead of time so that after attending the Course Building Workshop, an online course be complete.

- **Blackboard Course Building Workshop**

The goal of this six-hour workshop is to assist faculty with building a real, online course while at the same time learning how to use the Blackboard application. Attendees are asked to bring actual course materials, as specified in the Blackboard Orientation Checklist, and be prepared to work on their live online course. The features and functionality of Blackboard will be revealed incrementally as attendees are lead step-by-step through the building of their actual course. Topics covered will include; information structure, uploading course materials, setting timers for materials to become available, setting up announcements, dealing with multiple course sections, to name a few. Upon completion of the workshop, faculty will have the foundation of their online course complete and available for use, as well as have an understanding of how to add additional content or incorporate other Blackboard functionality as the online course evolves.

- **Advanced Blackboard Topics – Communication Tools**

This course is designed to help faculty with Blackboard's Email, Virtual Classroom, Discussion Board and Digital Drop Box features.

- **Advanced Blackboard Topics – Quiz Building and Grading**

This course is designed to help faculty set up Blackboard's Assessment Manager and Gradebook features.

### **Instructional Design Consultation:**

Faculty and staff wishing to redesign their course materials for effective online delivery are welcome to schedule an instructional design consultation with the Digital Campus. While it is suggested that the instructional design consultation takes place before the production of the course begins, an instructional designer can meet with you at any time to suggest effective strategies and advanced Blackboard features to use in your course.

An instructional Designer from the Digital Campus staff will meet with you to review your course materials and assessment tools as well as get an understanding of your specific student population and your goals for the lifetime of the course. Suggestions will be made regarding pedagogy and the use of communication tools and the assessment management features within Blackboard. You may choose to flowchart your course with the instructional designer and create a phased production plan for you to follow when creating your course and materials. The instructional designer

may suggest several delivery options for your course materials and suggest supplemental training and/or help you complete a Work Order Request Form if assistance from the Digital Campus Lab is required.

Upon completion of the instructional design consultation you will have a combination of the following information; course flowchart, sample template for course materials, suggested file preparation for existing course content, suggested implementation plan for incorporating assessment tools.

### **Project Planning Consultation:**

Faculty and staff wishing to create a course in Blackboard may consult with a member of the Digital Campus Team in order to create a Project Plan for the building of a course. A member of the Digital Campus staff will meet with you and review the content of your course, the materials you use (including syllabus, handouts, lecture notes, readings, etc), your grading tools, etc. to determine any file preparation, conversion or creation that needs to be done. The staff member will supply you with a suggested approach for building your course. If you require assistance from the Digital Campus staff for creating any materials, the staff member will help you complete the necessary Work Order Request Form. Finally, the staff member will collaborate with you to decide on a timeline and delivery date for your project.

### **Content Creation Assistance (Work Order Request Form):**

- Scanning: Several methods of scanning are available; Scan to OCR, Scan to PDF or Image Scanning. Before any scanning is done, the Digital Campus staff will need to review your content and suggest the best method depending on the quality or the material and of your desired goal for the material. Due to copyright law, books and articles cannot be scanned and used in their entirety, but brief excerpts may be scanned. It is important to note that in the majority of cases, manually typing excerpts of the content will yield the best results.
  - Document scanning via OCR  
Black and white original documents can be scanned into an editable text format. Photocopies or magazine articles in general do not scan well in this method. A crisp, laser printed original is required for this type of scan. OCR scans require manual review and editing as the condition of the original may cause less than 100% accuracy. Faculty and staff will be responsible for any review and editing that is necessary.
  - Document scan to PDF  
Photocopies and magazine articles can be scanned in Black and white into the Acrobat PDF format. The quality of the original dictates the quality of the scanned output.
  - Image scanning  
Images can be scanned in as Web-ready JPEG files. This is useful for preprinted graphs and charts, illustrations or photographs.
- File conversion and uploading
  - Source files from most desktop applications can be converted to Acrobat PDF format. This is useful for source files that have highly formatted page layouts, contain large image files needing compression, or files that use foreign language fonts such as Chinese or Armenian.

- In the instance where large numbers of files or existing web site need to be uploaded, the Digital Campus staff can facilitate the batch loading of zipped archives into Blackboard.
- Web page development (HTML coding)
  - HTML Web page and form development services are available. Professional tools including FrontPage, Dreamweaver, and Dreamweaver UltraDev can be used.
- Video tape conversion
  - Existing analog videotape can be captured in appropriate segments then converted into to compressed digital files that can be uploaded to any Blackboard course. It is requested that you take note of the key relevant sections from the video for capture, rather than converting a video in its entirety as video files are large in size and may cause downloading problems for students with slow modem connections.
- Digital video editing
  - Several professional software applications are available in the Digital Campus Lab for digital video editing. Editing can be done using Adobe Premier v.6 and Canpus Rapter digital video editing software. All digital video files are output using Real Producer and various quality levels can be selected for output depending on need and use. Faculty and staff are welcome to come into the lab and use this software on their own, or with the assistance of a Digital Campus Staff Member.
- Audio capture
  - Audio capture capabilities are available in the Lab. Faculty and staff can come into the lab and record their audio as Wav files. In addition, audio can be captured directly into Word to annotate lecture notes, or HotFoot software can be used for automatically annotating Power Point presentations.
  - Once audio is captured, editing can be done using Real Audio editing software or other various wave editors are available.
- Graphics creation
  - Logos for course banners, graphs, and graphics files can be generated using Adobe Illustrator or PhotoShop. Faculty or staff may be asked to create a rough sketch or supply some form of hard copy for the staff member to work from. Graphics files can be output in print- or Web-ready file formats including .EPS, .GIF, or .JPG depending on use requirements.
- Power Point file creation
  - Faculty and staff can request help in creating Power Point presentations for their courses. Presentations can include everything from simple bullet slides, to animated and annotated slides including graphics and video that are linked together with transitions. You will be asked to supply the content for the presentation and work with a member of the staff to detail the requirements of each screen.

### **Course Creation and Maintenance:**

- Creation of new courses (Faculty Request Form)
  - In order to have a course created within the Blackboard system, all faculty and staff must fill out the Faculty Request Form that is located on the Digital Campus Web site. In order to submit the request form, several pieces of information are required; Course ID, Course Name, Course Description (from catalog), Section Number, Schedule Number.

- The Digital Campus will gladly create Blackboard courses for campus organizations, special programs or for courses that have yet to be scheduled. If your course request falls into this category, please email your request to the Digital Campus. Special case courses will be created on a per-request basis.
- Initial student rosters will be uploaded to each course during student registration. Faculty will have the ability to add and drop students from their Blackboard courses until a week after the census date.

### **Technical Services and Support**

Help Desk provides the front-line support for all users of the Digital Campus services to meet the service needs of the extended hours during the evening and the weekends. Digital Campus users have access to Help Desk by phone or through the Web to receive technical assistance in troubleshooting their password or network problems. Help Desk will provide tracking reports to Digital Campus.

### **Library Services and Support**

In addition to the Resources option within Blackboard that provides a wealth of library and research information electronically, Digital Campus relies on the Henry Madden Library to provide library resources both in print and electronic formats, reference services, and information literacy instruction appropriate to meet the needs of distance students.

### **Course Packs and Bookstore Purchases**

Digital Campus works closely with vendors who provide electronic course packs, such as XanEdu and Prentice Hall, to offer easy access to the students who are located remotely as well as with the Campus Bookstore.

### **Services and Pricing**

Digital Campus services are provided to CSU Fresno regular academic programs at no charge. Digital Campus also provides course setup, hosting and enrollment management services for various entities on campus, such as Extended Education, Open University, Auxiliary Organizations, University Business Center, Grants & Research, International Programs, Student Services and any other non-academic programs.

Fees for course hosting, design & development, student management, and media production will be charged for Blackboard courses and organizations maintained for such units. An equitable formula for compensation has been determined to help Digital Campus recover the cost of overhead as well as provide knowledge to other units in advance so that budgets and grant proposals can include the appropriate costs.

Course Hosting Fee	Course Design & Dev.	Per Student Fee	Media Production
\$250 <sup>1</sup>	\$35/hour <sup>2</sup>	\$10 <sup>3</sup>	TBD <sup>4</sup>

<sup>1</sup>Fee for Blackboard course creation and course hosting

<sup>2</sup>Hourly fee for Blackboard course design and development services

<sup>3</sup>Per student fee for enrollment, account creation, and account maintenance

<sup>4</sup>Fee for media production (scanning, audio/video streaming, graphic creation, PowerPoint creation, file conversion, and Web page development)

## Appendix D: Sample Web-Based Course Student Survey

Below is a list of possible survey questions to be added a course evaluation for students of Web-Based courses. Please note that the Digital Campus has this survey in Blackboard format, ready for uploading and modification. It is available on the Digital Campus Faculty Forum.

- A. Blackboard was easy to use.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- A. How often did you access this course through Blackboard?
- Never
  - A few times
  - Once a week
  - Once a day
  - Several times a day
- A. I received adequate information about getting to and using the course.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- A. I usually had to wait too long for course pages to display
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- B. Blackboard made it easy to communicate with my instructor outside of class.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- B. Blackboard made it easy for me to communicate with my classmates outside of class.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

- Not applicable
- B. Having an online component to this course enhanced the learning process.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- B. Having an online component to this course saved me time.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- C. How did the use of web-enhanced course materials impact your level or amount of learning in this course?
- Greatly increased learning
  - Increased learning
  - No impact
  - Decreased learning
  - Dramatically decreased learning
- C. I was easily able to access materials that were posted to the course.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- C. The information my instructor posted in Blackboard increased my understanding of the material.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- C. The information posted by my instructor was kept up-to-date and relevant to the course.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable

- D. I learned as much in this Web-based course as I have learned in similar lecture based courses.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- D. My interaction with the instructor in this Web-based course had a positive impact on my success in the course.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable
- E. Please rank the following online elements of the course based on how useful each element was: (please rank in order of importance, 1 being the most important)
- \_\_\_ Syllabus
- \_\_\_ Class notes
- \_\_\_ Class assignments
- \_\_\_ Samples of class assignments
- \_\_\_ Class schedule
- \_\_\_ Related web links
- E. Please rank the following online communication elements based on how useful each element was: (rank in order of importance, 1 being the most important)
- \_\_\_ Discussion Board
- \_\_\_ Virtual Classroom
- \_\_\_ Group Pages
- \_\_\_ Class email
- \_\_\_ Course Announcements