

Step-by-Step WSC Online Course Guidelines

Initial each step as it is completed

Faculty Name _____ Date _____

Program _____ Course _____

What is online education?

Online education provides the student with anytime/anyplace instruction. Unlike the face-to-face, on-campus classroom – our time/our place – or video or face-to-face distance delivery – our time/their place – online education is a method of course delivery unbound by time or location allowing students to access instruction from a computer via the internet, 24 hours a day, seven days a week.

Effective online education provides sufficient contact, instruction, evaluation and interaction that makes the online course as effective a teaching/learning experience as a traditional, on-campus course.

Step 1: Course assignment

_____ Your dean has identified you as a faculty member who will be teaching a WSC online program course. Your dean will assign the course you are to be teaching and provide you with a course rotation for the online program, so you will know when your course is to be offered.

Step 2: Cohort assignment

_____ Your dean will also provide you with the names of other faculty members who are part of the online program cohort, which will eventually serve as your technology peer support group.

Step 3: Faculty technology skills

_____ Faculty must possess basic technological skills needed to teach online. These skills include a good understanding of Windows file management, how to send and receive e-mail, and how to create a basic web page.

Step 4: Group training

_____ Your cohort will attend group training, provided by the Office of Teaching & Learning Technology, on how to develop a course using WebCT online course management software. Faculty must begin training at least one semester before the course is to be offered. Preparing the course a week before the semester begins does not give the faculty member enough time to develop an effective course.

Step 5: Cohort users group

_____ After initial training sessions, members of the cohort will act as a users group to provide technological and pedagogical support for one another.

Creating an effective online course

Step 6: Create electronic course outline

____ Once your course has been identified, the first step is to create an effective syllabus. Please see the attached course outline for guidelines on appropriate syllabus content for an online course.

The second step is to coordinate the syllabus and course schedule to facilitate student-faculty and student-student contact (see attached e-syllabus recommendations). Traditional on-campus courses are expected to provide 45 contact hours per three semester hours. Faculty are expected to build equivalent contact into their online course – both asynchronously and synchronously – by following the steps below.

Step 7: Electronic Office Hours

____ Faculty should establish at least two Electronic Office Hours per week for each online course (potential synchronous contact), during which time they can have contact with students via telephone, e-mail, or the discussion, chat, or whiteboard functions in their online course.

Step 8: Using the online course messaging tool

____ Faculty should utilize WebCT's messaging tool within the online course to communicate with students, and make students' use of the tool a course requirement (synchronous and asynchronous contact).

Step 9: Using online discussion and chat

____ Faculty should create assignments that require students to regularly utilize the WebCT discussion (asynchronous) and chat (synchronous) functions, thus encouraging teacher-student contact as well as student-student contact.

Step 10: Using online assignment and evaluation tools

____ Faculty should utilize WebCT's evaluative tools within the course, such as online testing, online assignment distribution and submission, tracking student participation in discussion and/or chat, requiring student presentations or web pages within the online course, and online grading. Methods of evaluation will vary from teacher to teacher and course, but WSC online program courses must include online grading and at least two of the evaluation methods described above.

Step 11: Using the online course calendar

____ Faculty should use WebCT's interactive calendar tool to supplement the syllabus/course schedule

and encourage regular student visits to the course site.

Step 12: Creating online content

_____Faculty should provide a variety of course content through the WebCT course software, thus requiring that students log in regularly to keep up with the course. The online course should include a combination of: links to outside-the-course faculty-developed web pages; other web sites; faculty-developed in-course web pages; Powerpoint slides; MS Word documents; video; audio; or other content the faculty member wishes to use in the course.

Step 13: Pacing the course effectively

_____Faculty should ensure that the course is paced well, with assignments, tests, activities, student/faculty contact and student/student contact scheduled throughout the semester. Effective online education is not self-paced.

Step 14: Tracking student activity

_____Faculty should track student activity in the course, not only through assignments, testing, etc., but also by utilizing WebCT's student-activity tracking tools.

Other guidelines and expectations

Step 15: Enrollment

_____Enrollment for first-time online courses should be limited to 20 students. Standard WSC minimum enrollment limits will apply. After the first course for an instructor, each online course will have the same class size as the comparable "on-ground" course.

Step 16: Semester schedule

_____Online program courses will adhere to regular semester scheduling unless previous arrangements have been made with the dean, department chair or the Office of Continuing Education.

Step 17: Instructor provides basic student technical support

_____Instructors should be willing and able to provide a basic level of technical assistance to the students enrolled in the online courses being taught by that instructor.

Basic level of assistance includes difficulty logging on to the course and general questions about navigating the WebCT course contents and features. When a technical question arises that instructors are not able to solve, they should refer the student to the Director of Teaching and Learning Technology.

Step 18: Faculty aware of student-support services

_____Faculty should also be aware of the student-support services available on campus and should be able and willing to direct an online student to the appropriate office or person. Faculty should familiarize themselves with the Online Student Website, currently in development, at: http://www.wsc.edu/it/ottl/online_ed/

Step 19: Following online copyright practices

_____Faculty are expected to follow the same practices regarding copyright and fair use that they would follow for a traditional class. Guidelines can be found on the WSC website at: http://academic.wsc.edu/conn_library/facultyinfo/copyright/copyright.pdf and http://academic.wsc.edu/conn_library/research/online_ref/copyright.html

Step 20: Ongoing faculty support

Faculty will be able to take advantage of ongoing support through their cohort users groups and the Director of Teaching and Learning Technology, as well as the upgraded version of the WSC E-campus website (in final development), which will link to WebCT faculty support services including tutorials, FAQs, course forums, and a WSC WebCT User listserv.

Online Education
Wayne State College
Course Outline Development Recommendations
(January 31, 2003)

Course outlines for online education are similar to, but not quite the same as course outlines for traditional campus courses currently identified in the WSC Faculty Handbook (please see your faculty handbook). This document will recommend the content categories for a quality course outline that will be used in online education. The category content will be the responsibility of the respective dean/school/faculty.

Course Title: Each online course outline should clearly have a course title.

Title: The title should include the course number, section number (if applicable), course name, and course term. The following is a sample:

BUS 100
Introduction to Business Basics
Wayne State College
Spring 2003

Instructor Information: This information should assist the student that will take online education courses with a variety of information items including, but not limited to the following sample:

Instructor: Instructor name with correct addressing format (sample: Dr John Doe)

Office: Gardner Hall, 199

Office Telephone: 402-375-7XXX

Standard Office Hours: School required office hours for your on campus load

Electronic Office Hours: This is new, but suggested to be at least **2 hours per week** for online chat within the constructs of the course management software within a scheduled timeframe.

E-mail: Institutional faculty e-mail address should be identified here with the expectation that faculty will check their e-mail at least **2 times a day** during the semester they teach online education courses.

Course Information: This information should include a variety of topics relative to the basics of the course, including, but not limited to, the following sample:

Course Description: Catalog description of the course

Required Textbook: Name and author of textbook and how to secure it electronically. Please note the Campus Bookstore website at the following URL: www.bkstore.com/wsc/

Required Materials: This should identify all course materials that will be required for completion of course including information on how the materials can be purchased or accessed.

Supplemental materials: This will include all URL's for supplemental electronic information. This information can clearly be identified within the framework of the course management software.

Course Theme: This is school dependent and is often referred to as the course Organizing Theme.

Organizing Theme: Single concept or sentence statement about the course

Institutional Information: This is information relative to the role and mission of the college.

Vision Statement: WSC Vision, Mission and Goal statements found at the following URL: <http://www.wsc.edu/administration/shstear/vmsg/>

Program Purpose: This should identify the course as fitting into a definite program, identifying the course rotation and delivery timelines relative to online format. It should further identify the course goals and objectives

Course Goals: School/Faculty member defined relative to the course and program

Specific Objectives: School/Faculty member defined relative to the course and program

Course Evaluation: Same as traditional course with the exception of the course management software enhancements.

Course Assignments: Identification of total assignments for the course, deadlines, and completion dates

Grading Scale: This is a scale showing the grading process and confirmation of a mathematical system for grades achieved

Attendance Policy: This is slightly different for online education when compared to traditional education. The common factor is that each credit hour of college credit does require 15 contact hours. That can be translated into 15 electronic hours of contact per credit hour requirement. It is up to each School/Faculty to determine what attendance is satisfactory based on active hours in the course management software for the respective course.

Support Services: TBD

Course Calendar: This is a very important item and is often over looked in traditional courses, but cannot be overlooked in online education. Every synchronous chat, every synchronous activity, electronic office hours, all direct communication need to be planned and identified.

Supplemental Reading: This is a very important part of online education. Each course needs to be well planned and supported with supplemental resources. This may not be any different than traditional courses, but access for such needs to be identified. URL's are generally the best.