




**New England Association of Schools and Colleges
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

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COVER PAGE FOR SUBSTANTIVE CHANGE REQUESTS

Name of Institution	Manchester Community College
Type of proposed change (See http://cihe.neasc.org/downloads/POLICIES/Pp72_Substantive_Change.pdf)	Establishing electronically offered degree programs
Effective date of implementation	January 2011
Date of institutional governing board approval	N/A *
Is state approval required?	<input checked="" type="checkbox"/> No ____ Yes, approved (date) _____ (Attach verification.)
Contact Person:	Name: Joanne Russell Title: Dean of Academic Affairs (Chief Academic Officer) Phone: (860) 512-2602 Fax: e-mail: jrussell@mcc.commnet.edu
Please summarize the proposed change	<p>Students can complete online more than 50 percent of the required coursework in the following: A.S. in Accounting; Accounting and Business Administration Transfer; Business Administration Career; Communication; Criminal Justice; Entrepreneurship Option, Business Administration Career; General Studies; Journalism Option, Communications; Liberal Arts & Science; Marketing; Paralegal; Speech-Language Pathology Assistant Option, Disability Specialist; and Technology Management Option of Technology Studies. A.A. in Liberal Arts & Science; and Music Studies. Certificate in Entrepreneurship/Small Business; Marketing; Social Service; and Technology Management.</p> <p>Manchester Community College is requesting approval to offer its programs and certificates in online format. The College plans to formally offer the Associate in Science in General Studies program that students will be able to complete online, in whole or in part, beginning in fall 2011</p>

	<p>and is assessing other programs for online programming.</p> <p>*MCC's programs, when offered completely online, do not require any additional institutional approval. The modality of instruction is not considered in the approval process.</p>
Signature of CEO:	
Date:	August 13, 2010

Report on the Establishment of Academic Programming

Offered through Distance Education

Manchester Community College
Great Path
Manchester, CT 06045

August 12, 2010

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Descriptive Information

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Person to be contacted with questions (if any) about the content of the report: Joanne L. Russell, Ph.D., Dean of Academic Affairs (chief academic officer), jrussell@mcc.commnet.edu

b. URLs

<http://www.mcc.commnet.edu/academic/online/>: General information about both credit and non-credit online education at Manchester Community College, with links to more specific information.

<http://www.mcc.commnet.edu/academic/online/admissions.php>: Information about how to apply for admission online, and how to register online.

<http://www.mcc.commnet.edu/academic/online/faq.php>: Answers to frequently asked questions about taking online courses at MCC, and about services available to students taking online coursework.

<http://www.mcc.commnet.edu/students/resources/distance.php#students>: Resources for online students.

<http://www.mcc.commnet.edu/academic/online/environment.php>: A description of the online learning environment.

<http://mcc.readi.info/>

<http://www.smartermeasure.com/>

Self-assessment test for prospective and current online students.

<http://www.mcc.commnet.edu/academic/online/requirements.php>: A description of the technical requirements needed by anyone taking an online course.

www.my.commnet.edu: Information and login page for students, faculty, and staff to access all Blackboard Vista courses and to be able to perform a wide variety of tasks online (see complete description in body of report).

<http://d2.parature.com/ics/support/default.asp?deptID=8134>

Connecticut Community Colleges 24/7 Online Support Center—Services for Students, Faculty and Staff.

<http://www.commnet.edu/academics/blackboard/student/index.asp>

Blackboard Vista resources provided by the Connecticut Community College System.

<http://www.mcc.commnet.edu/academic/asc/tutoring.php#online>

Information about tutoring (online and on ground).

www.eTutoring.org: Online tutoring in math, writing, accounting and statistics, offered through the Connecticut Distance Learning Consortium (www.ctdlc.org).

<http://www.blackboard.com/>

Blackboard (Course Management System)

If reviewers wish to access Blackboard Vista or password-protected sections of MyCommNet, they should contact Dr. Russell, who will need to make arrangements for access and address FERPA concerns.

c. Technical infrastructure

Manchester Community College, as a separate institution and as part of the Connecticut Community College System, has a very strong, well-supported technical infrastructure. Bandwidth is 1 GB ethernet provisioned to 100 MB to the System Office in Hartford. Connectivity for distance learning through the Internet from Hartford is minimally 40 MB. Network maintenance routinely involves carrying out upgrades to switches and network services. Security is strong, with a firewall system and anti-virus protections in place. Backups are performed nightly.

The technological foundation for the College is an advanced local area network (LAN) that utilizes Hewlett-Packard core and edge switches. This LAN supports five main buildings and four small village classroom environments. Core switches are interconnected by dual 10G fiber links and each edge switch is connected to the core via two or four fiber uplinks. The network also utilizes a CheckPoint Firewall-1 cluster, Splunk SysLog reporting, 802.1x/RADIUS authentication, and a variety of HP Procurve Manager Plus tools. Microsoft Active Directory, an authentication access portal, and a guest management portal tie directly to the network. Protocols and related functions include IP routing, ACLing, multicasting, IP helper, DDNS, WINS, DHCP, QoS, PoE, etc.

The college employs various layers of hardware and software to protect computer resources at the college. They include the use of anti-virus software on all desktops to protect against virus, Trojan and other malware attacks. In addition the college uses a firewall at the core of our network to further guard against other intrusions along with various network protocols that assist in the security of the various networks employed at the college.

The network has been designed to accommodate low tolerant jitter applications such as VoIP and streaming video at high utilization levels. This easily provides services for applications over the Internet, Banner, CoreCT, Blackboard, etc. It is also designed to support the College's advanced wireless system including the Main Street partnership with the Town of Manchester. Service continuity elements were included wherever possible: redundant links and physical paths, power supplies, management cards, etc.

The college has about 1,700 computers used in classrooms and offices in support of the mission of the college. The IT department consists of a total staff of 14. IT staffs the MCC help desk which serves as the intake point for all service and support requests related to technology, with

the exception of Blackboard Vista and designated education technologies that are managed by the Educational Technology & Distance Learning Department (ETDL). IT also supports all academic and administrative servers at the college. These include E911 server, emergency paging, VOIP phone system, security video surveillance, e-mail and web page servers.

The course management software is Blackboard Vista 8.0.3. An upgrade to Blackboard 9 is planned for 2012. According to the Connecticut Community College System's contract with Blackboard Managed Hosting (BMH), BMH will add the hardware/software to comply with its Service Level Agreements as needed. The contract includes the following:

- 99.7% Service Level Agreement (SLA)
- Tier-1 secure, reliable datacenters with 100 percent power availability (UPS/Generator)
- Redundant Internet connections through dual Tier-1 Internet Service Providers
- Comprehensive redundant backups which are stored online at a separate site
- 24x7x365 proactive monitoring & support of all hardware, software and networks
- Servers are set up to maintain fail back & redundant connectivity
- a dedicated representative from Blackboard Managed Hosting

Staffing to support the course management system; the student administrative management system, Banner (admissions, registration, academic history, etc.); and other support for electronic resources, whether hardware, software, or network, includes a staff of 47 technical support personnel in the Information Systems area of the Connecticut Community College System, as well as 14 technical support staff at Manchester Community College. A description of the help desk services available for students taking online courses can be found at: <http://www.commnet.edu/portal/contacts/>

During normal business hours, educational technology and course management assistance is provided by MCC's ETDL department, with additional services (evenings and weekends) offered to all Connecticut Community Colleges through Presidium, an Education Service Management IT Service Desk Solution Company. The service is delivered via Parature software. The MCC Help Desk and the Registrar's Office provide assistance with NET ID log-ins and passwords for MyCommNet, the Connecticut Community College System's portal, which provides single sign-on for Blackboard Vista and Banner Student Services. Presidium also offers 24/7 log-in troubleshooting for MyCommNet.

d. Verification procedures

Students in the Connecticut Community College System access the course management system through the system's portal, MyCommNet, a Luminis platform produced by SunGard. Students are each assigned a unique NET ID and create their own passwords the first time they log into the system in compliance with the requirements of the Higher Education Reauthorization Act.

Faculty members using Blackboard Vista are encouraged to use SafeAssign, a plagiarism-deterrent service, offered as part of the Blackboard Vista course management system. SafeAssign is a "PowerLink" (add-on to the basic toolset in Blackboard Vista) that faculty and students can use to check submitted assignments against web resources and a data base to flag matches in content that may indicate plagiarism. SafeAssign training is provided by ETDL.

In addition to these administrative safeguards, MCC promotes awareness of its policies on academic honesty on its web site, and in the student and faculty handbooks. Information on plagiarism is available on the MCC library web

page: <http://www.mcc.commnet.edu/students/library/researchPlagiarism.php>

Section Three of the student handbook

(<http://www.mcc.commnet.edu/students/resources/handbook.php>) details expectations for student conduct.

The faculty handbook also addresses academic

integrity: <http://www.mcc.commnet.edu/faculty/pdf/MCCFacultyHandbook09-10.pdf>

On-ground and online pedagogical training for faculty who plan to teach online and hybrid courses also emphasize ways that faculty can deter plagiarism and encourage academic honesty. Suggested strategies include:

- Use of varied types of assessments
- Randomization of test bank questions
- Timed assessments
- Regularly modified interactive discussions and writing assignments that demonstrate students' writing style and approach
- Use of portfolios, group projects, and capstone projects that provide evidence of drafts and student process
- Use of problem-based learning strategies and reflection that provide evidence of student process
- Notices of college policies in multiple locations in course and periodic reminders of policies via announcements and/or in the discussion forums

In some cases, faculty members may choose to include a proctored on-ground exam in their online courses. These courses are described as "online with campus requirement" (OLCR) in the course schedule and online registration form so that students are aware of this requirement before registering. Students who live too far from MCC to come to campus may make arrangements through MCC's testing center to take the proctored exam at another location.

e. Consortial/Contractual Relationships

- Connecticut System of Community-Technical Colleges: some software, including Blackboard Vista and Banner; some technical training; and some faculty development are funded, maintained, and supported centrally for all 12 Connecticut community colleges
- Connecticut Distance Learning Consortium (CTDLC): this consortium of public and private Connecticut institutions of higher learning, of which Manchester Community College is a member, provides a number of collaborative services including coordination of statewide research and planning on online and distance education, eTutoring services, the Online Adult Success Coach program, which begins in fall 2010, consortial licensing for educational technology, and faculty online development opportunities.
- SmarterMeasure: A web-based tool that assesses students' prospects for successful online learning. The assessment measures "attributes, skills and knowledge that contribute to

success in online learning, including: Self-motivation, time-management skills, self-discipline, on-screen reading rate and recall, persistence, availability of time, ability to use a laptop, printer, software, and the Internet, typing speed and accuracy.” <http://www.smartermeasure.com/>

- iTunesUniversity: <http://deimos.apple.com/WebObjects/Core.woa/Browse/mcc.commnet.edu> An iTunes account must be set up by anyone who wishes to view content on iTunes U. This must be done by the individual viewer.
- VoiceThread license provides voice commenting platform for class discussions <http://voicethread.com/#home>
- Second Life campus leased through the New Media Consortium <http://www.nmc.org/keyword/second-life>

NARRATIVE

INTRODUCTION

Manchester Community College (MCC) was one of the early adopters of distance learning in Connecticut and its faculty and staff members have been leaders in the development of best practices, training, and evaluation of online teaching and learning since 1998. In that year, MCC was one of four colleges in Connecticut to receive funds from the Alfred P. Sloan Foundation via the Connecticut Distance Learning Consortium to develop one online course. Over the past decade, the college has responded to student demand and faculty appreciation of the benefits of distance learning by continuing to expand the number of online courses. Approximately 55 fully online credit-bearing sections are now offered each semester.

Students cannot currently complete 100 percent of any program or certificate entirely online, but at least 50 percent of a number of degrees and certificates can be completed online. As part of its strategic planning, MCC has begun reviewing its online courses, student demographics, and market needs and developing a systematic plan for fully online programming. As the first step in this process, the college will offer a fully online Associate’s Degree in General Studies beginning in fall 2011. This program targets the working adult student—a constituency best served by the flexible scheduling and accessibility embraced in MCC’s strategic goals. During the next academic year, faculty and administrators will work together to select other programs that will be offered fully online or as a formal combination online, hybrid, and on-ground courses. The College will continue to evaluate its online programming in an intentionally planned, coherent manner that is integrated with the college’s overall strategic plans.

The College has a strong program of planning, training, and evaluation for distance learning, which it will continue to refine as its distance learning programming grows. Based on its strong track record in this area, as will be detailed in this document, MCC is requesting approval to offer fully online programs across the curriculum.

STANDARD ONE: MISSION AND PURPOSES

The College's mission statement is as follows:

“Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance.”

In support of its mission, MCC offers more than 90 degrees and certificates, with programs designed to fit the varying needs of students. Classes are held days, evenings, weekends, and online, and they prepare students for entry into a growing career field or transfer to a baccalaureate institution for further study. Articulation agreements with the state's universities provide ease of transfer and maximize credits awarded. Financial aid is available, and comprehensive packages of grants, loans, scholarships, and work-study opportunities help make a MCC education affordable for all. As the largest community college in Connecticut, Manchester Community College serves a wide range of students, nearly 90 percent of whom are working while going to school, with most working over 20 hours per week, and a large number working 30 or more hours per week. Many also have family responsibilities, including caring for young children. Because of these pressures, there is an increasing demand for online coursework and degrees, and many students in MCC's service area have turned to other sources, including private institutions with much higher tuition, in order to be able to gain the education they seek.

In order to meet the responsibilities of a taxpayer-supported, state public institution whose mission it is to provide access to high quality, affordable education, MCC is working towards increasing its online course, certificate, and degree offerings. A complete description of the college's planning and evaluation process for its online programs is detailed in the next section of this document. All online courses and programs will be planned and evaluated in accordance with the college's policies for all courses and programs and also will be subject to additional requirements for training and evaluation particular to online course design, evaluation, and teaching. All online or hybrid courses may be used to complement a student's on-ground schedule. Some fully online programs, such as the online General Studies program will be marketed to the older, working adult who requires the flexibility that this program offers.

STANDARD TWO: PLANNING AND EVALUATION

Manchester Community College has a strong, comprehensive system of planning and evaluation. In 2008, under the leadership of the new President (Dr. Gena Glickman), the entire campus community participated in a process of review, discussion, and revision of the college mission, goals, and strategic plan. The discussion has been strongly informed by data and evaluative information provided by MCC's Office of Planning, Research, and Assessment.

Program Development

The planning for fully online programs helps to fulfill one of the College's identified strategies—to increase offerings that use flexible delivery methods, continually measuring and

maintaining academic excellence—in order to accomplish one of the seven primary goals (Appendix A) of the college:

"Academic Excellence: MCC is committed to demonstrating the academic rigor of its programs and courses, and to enhancing the quality of learning, teaching and student support. We support open access, both in terms of entrance to the college and comprehensive support for student success once they're here. Students build on their capacity to become self-directed, intentional and continuous learners."

In 2006, the academic administration, together with the Academic Technology Advisory Committee (representing faculty from all areas of the college, as well as staff concerned with instructional technology) began to assess the scope and direction of online courses at MCC. At that time, although the largest in enrollment of Connecticut's 12 community colleges, MCC was offering the fewest online courses. Data indicated that student demand was high; that the few online sections being offered filled up quickly; and that (presumably because of lack of availability at MCC) most students taking online courses were taking them from other institutions. In addition, MCC has lower enrollment caps on its online courses in comparison to its on-ground courses, in order to provide the necessary student-faculty interaction and academic excellence that faculty and administrators deem necessary. However, this contributed to the lack of available seats in online courses. As a result, department chairs, program coordinators, and academic division directors began to consider online programming as part of all academic scheduling. Departmental discussions and action plans included identifying courses that would be developed for an online environment. If there was a need for lead time for faculty training and for design of the online version of the course, release time could be (and was) planned for and provided, either through grant funding, in some cases, or through standard college processes.

As faculty and administrators focused on moving toward the development of sufficient courses to offer a fully online General Studies program, careful attention (as described below) was paid to faculty training, course development, and evaluation strategies. However, this focus on planning and quality and a target date of 2011 for the General Studies launch, resulted in the College overlooking how quickly these additional courses added up to 50 percent of not only the General Studies program, but a number of other programs and certificates. Fifty percent of the following program or certificates can now be completed online: A.S. in Accounting; Accounting and Business Administration Transfer; Business Administration Career; Communication; Criminal Justice; Entrepreneurship Option, Business Administration Career; General Studies; Journalism Option, Communications; Liberal Arts & Science; Marketing; Paralegal; Speech-Language Pathology Assistant Option, Disability Specialist; and Technology Management Option of Technology Studies; A.A. in Liberal Arts & Science; and Music Studies; as well as Certificates in Entrepreneurship/Small Business; Marketing; Social Service; and Technology Management.

It would be difficult and time-consuming for a student to complete 50 percent of many of these programs online as there are limited online options to fulfill a number of requirements and not all courses are offered online every semester. Aware of these constraints, faculty and administrators were not sufficiently attuned to the fact that the addition of online courses had tipped programs over the 50 percent mark. These dates varied from program to program and certificate to

certificate. Other than the A.S. degree in General Studies, for which 50 percent of the courses could be taken online, MCC did not track when this occurred within a particular program or certificate. Data Sheets for Table 1 in the column entitled “Initiation Date” represent the dates that each particular program or certificate was formally approved by the Connecticut Community Colleges Board of Trustees and the Connecticut State Department of Higher Education as required.

Distance Learning Development

MCC governance committees such as the Library & Academic Technology Committee (LACT) and the Academic Standards Committee, which both report to the Academic Senate, have discussed and considered MCC’s practices in online teaching. During the last academic year, the LACT reviewed recommended the distance learning program and course guidelines developed by the Connecticut Community College System's Teaching & Learning Team (T&L). T&L is a multi-stakeholder group composed of faculty, librarians, IT and distance learning staff, deans, and division directors from colleges throughout the CCC System and co-chaired by MCC's director of educational technology & distance learning. The LACT customized the guidelines for MCC, conducted four focus groups and manned an informational table at the spring 2010 Professional Day to obtain faculty comments and suggestions on the guidelines. Faculty suggestions are being incorporated into the guidelines, which will be presented to the Academic Senate for approval in fall 2010. The guidelines, based on the CCC System's Best Practices for Online Learning document, are aligned with System training initiatives and the System's collective bargaining agreement on faculty evaluation. A training program for supervisors who evaluate online teaching is included in the guidelines. Copies of these documents are included in the Appendix.

The guidelines recommend that faculty take a series of on-ground technical training workshops, which are prerequisites for admission into *iTeach Essentials*, a CCC System online faculty training workshop that provides technical and pedagogical instruction and practice over the course of nine weeks. Demand for this course has been high and a small number of trainers limits the number of course seats available each semester. To compensate for these training constraints, MCC will offer additional on-ground pedagogical training and course design support for a faculty member until a seat is available in the *iTeach Essentials* course. Faculty teaching a new online course or who are new to online teaching also are encouraged to work with the online course designer and ETDL director when developing a course. Checklists for design and pedagogical elements are included in the guidelines and evaluation of courses is aligned to faculty training. The guidelines also recommend review of online courses every two years by ETDL staff to ensure that technology and design practices are current.

Academic Program Evaluation

In coordinating the overall planning and assessment of online programming, the Dean of Academic Affairs, working with academic staff and with the Director of Planning, Research, and Assessment, uses data from the course, discipline, and program assessments, as well as overall data on online courses (completion rates, etc.) to determine areas of success; areas needing additional training and improvement; and potential areas of expansion. Examination of online and on-ground courses offered at MCC showed no significant difference in overall retention rates or grades. Making the decision to focus on a specific associate degree program (the A.S. in

General Studies) allows for both assessment and planning to have a much more coherent and intentional focus.

Evaluation of academic programs occurs at the program and discipline level, at the course level, and at the student level. The program review is a standard requirement for all degree programs in the Connecticut Community College system, and has a focus on the mission and goals, student learning outcomes, evaluation of curriculum scope and sequence, and review of a number of indices of "success" such as pass rates, retention and persistence, graduation and transfer rates, and successful employment.

The General Studies Program

The development of a sufficient repertoire of online courses to support the offering of an A.S. degree in General Studies has occurred gradually over the past four years, and the development of the online General Studies program will provide coherence to these offerings. The Program Review for General Studies is scheduled to be completed in fall 2010. As part of the process, the student learning goals are being reviewed by the program review committee. This review will provide important baseline information on the program as it exists on ground and recommendations for improvement that can be incorporated into both the on-ground and online programs.

STANDARD THREE: ORGANIZATION AND ACADEMIC OVERSIGHT

The responsibility for the academic oversight of all credit courses and degree programs, including those offered through credit extension and online programming, falls under the Dean of Academic Affairs, who is the Chief Academic Officer, reporting to the President. There are approximately 30 different faculty departments organized into four academic divisions, each headed by an academic administrator (Division Director) reporting to the Dean. The department of Educational Technology and Distance Learning, which provides faculty training, design work, and support for online learning, also reports to Academic Affairs, as do the library; cooperative education; and academic support services (such as both online and on-ground tutoring).

The Dean of Academic Affairs, in concert with the Academic Division Directors and with the faculty, is responsible for the integrity and quality of academic programming, however and wherever offered. Department Chairs and Program Coordinators work with their Division Directors to schedule the offering of credit courses that are offered in nontraditional formats (online, accelerated, or weekend). All faculty members teaching any section of a credit-bearing course, however it is offered, adhere to a course syllabus that has been approved through the Curriculum Committee and Academic Senate. All part-time faculty members are hired and evaluated by the Department Chair or Program Coordinator of the program or discipline that houses the course. Any student concerns regarding a course, wherever it is offered, are handled by the appropriate Department Chair or Division Director.

Having a single organizational structure for online and on-ground academic programming works well, especially because increasingly the same resources, personnel, and students are involved in both. All sections of every course at Manchester Community College, including on-ground sections, have an online shell in which students in the section can interact with each other and the

professor online, and can access important course materials and links to recommended and required information sources. Some courses are offered in a “hybrid” manner—that is, with some course meetings on ground, and some of the course offered online. In many cases, the same faculty member may be offering an “on-ground,” a “hybrid,” and a “fully online” section of the same course during the academic year. Students also combine types of course offerings; it is common for a working, commuting, community college student to combine an on-ground section of one course with an online section of another. Quality also will be assured through the process of training and evaluation for online programs described above. The guidelines, checklists, evaluation, and training descriptions are included in the Appendix.

STANDARD FOUR: EDUCATIONAL PROGRAMMING

A fully online A.S. degree in General Studies will provide an additional option and educational opportunity for students in the largest-enrolled program at the College. Faculty in the Business Department are currently considering the development of fully online programs in Accounting; Business Administration Career; Business Administration Career, Entrepreneurship Option; and Marketing; as well as Certificates in Entrepreneurship/Business and Marketing.

A faculty committee with representation from across the college, co-chaired by a faculty member and the Director of Educational Technology and Distance Learning, and reporting to the Dean of Academic Affairs, will be responsible for the details of the A.S. degree program in General Studies as well as working with departments on future programs. The A.S. degree in General Studies will be organized as follows:

1. The courses will be offered in 12-week formats in a trimester design. MCC currently offers on-ground courses in these time frames, so the College already has defined academic and financial aid processes. MCC's traditional semester courses are 14 weeks, followed by a one week final exam period.
2. The program and course outcomes will be the same as the on-ground courses, as described previously, and the faculty will be hired and evaluated by department chairs, program coordinators and Academic Division directors, as are on-ground faculty.
3. The Dean of Academic Affairs will have oversight of this program, as is true for all credit programs. The courses will be offered through the Continuing Education Division as credit extension courses, as is typical at MCC for most courses offered outside the traditional 14-week format.
4. Excellent support mechanisms for on-line students currently exist, as described more fully below. Advising for students who wish to enroll in a fully online program will include assessment in the requirements for successful online learning such as comfort level with technology.
5. Students have many opportunities to interact with faculty online. Blackboard Vista shells provide numerous communication tools ranging from asynchronous discussion boards, blogs, announcements, private journals viewed only by the faculty member and the student, and internal course e-mail to synchronous chats. Faculty members may also communicate via phone, IM, external e-mail or, in some cases, Facebook. Training for faculty emphasizes that interaction is the "heart and soul" of online teaching and learning and best practices recommend prompt responses to student inquiries.

6. Blackboard Vista provides several tools to encourage reflection and analysis. Blogs, journals, and discussion boards can be used for individual, small or large group reflections, analysis and discussion. Faculty training also recommends use of course journal entries on "muddiest points" each week to help students examine what they have learned, what they need to learn and how they are learning. *iTeach Essentials* additionally provides instruction in constructivist pedagogy.

The Associate Degree in General Studies is especially designed for students in these categories:

- Beginning college students, unsure of their academic or career direction, who wish to explore a broad range of disciplines in order to help clarify future goals and directions
- Students wishing to transfer, who can use the General Studies curriculum to complete coursework focused towards transfer
- Students wishing to complete an associate degree as part of a broad career goal, who do not need or want a highly specialized career major
- Students who wish to create an individualized major, combining specialized areas (for example, combining business courses with culinary courses works well for a student wishing to have a small catering business)

The curriculum requirements for the A.S. in General Studies (whether taken on-ground, online, or through a mixture of pedagogies) is as follows:

Associate of Science in General Studies Degree Requirements

Course		Credits
ENG* 101	Composition *	3
Mode 1	Arts	3
Mode 3	Humanities *	3
Mode 4	Mathematics *	3
Mode 5	Natural Sciences *	3-4
Mode 6	Social Sciences*	3
	Additional course in any of the above modes *	3
	Subtotal	21-22

Course	Credits
Choose from any courses in English, fine arts, foreign languages, humanities, music, philosophy, communication and theatre *	6
Choose from any course in biology, chemistry, physics or other physical science that includes a laboratory	4
Choose from any courses in anthropology, economics, geography, history, political science, psychology, social science and sociology *	6
Choose any open elective courses *	23
Subtotal	39

Total credits required: 60-61 *Required course(s) offered fully online

Oversight of the General Studies program rests with the faculty and academic administration. A full-time faculty member is given release time to serve as Coordinator of General Studies and Liberal Arts. The coordinator reports directly to the Academic Dean and works with a committee of full-time faculty who represent each of the four academic divisions (Business and Technologies; Liberal Arts; Mathematics, Science, and Health Careers; and Social Science and Hospitality). The Coordinator and faculty committee, working under the Academic Division Directors and the Dean of Academic Affairs, are responsible for the following:

- Serve as liaisons to faculty of home academic division on issues related to the General Studies A.S. degree program
- Function in the role of an academic department in matters of curriculum, assessment, program review, etc., putting forth proposals such as curriculum changes to the four divisions and through the normal processes (Curriculum Committee, Academic Senate, etc.)
- Complete the standard Program Review for General Studies, with special focus on the mission/goals of the program; consideration and revision of learning outcomes; and meeting with the Director of Planning, Research, and Assessment to review current information on graduation outcomes (transfer, employment, etc.) and other important data and to plan for future needed assessments and oversight

Every program and discipline that is offered at the college has identified student learning outcomes that are published on the website and in the college catalog. Faculty members are in the second year of a large scale assessment initiative that is led by a faculty committee in conjunction with the Division Directors and the Director of Research, Planning and Assessment. Evaluation of student learning in all classes, on ground and online, is performed in an integrated fashion as part of the overall academic evaluation process. Student learning is measured according to each department's or program's learning objectives and assessments embedded within the relevant course in order to ensure consistency of outcomes.

STANDARD FIVE: FACULTY

At Manchester Community College, faculty teaching online courses are much more likely to be full time, than is true for on-ground courses. The main reason online courses are more likely to be taught by full-timers, is that department faculty, department chairs, and academic administration are all concerned to ensure that the quality of online sections, and the learning outcomes addressed and achieved, are parallel to those of on-ground sections of the same course. It has been felt that, especially in the early stages of developing online versions of courses, it is important for the full-time faculty to be centrally involved.

All faculty members teaching online are fully qualified, with a minimum of a master's degree in the field to be taught, and college teaching experience on ground. Those in specialized career fields also have experience in the field.

Distance Learning Faculty Technical & Pedagogical Training

High standards in online teaching begin with best practices and faculty training. Evaluation and feedback then inform decisions about changes in teaching or programs in a recursive process. The training and evaluation process, as described earlier and illustrated in the

documents in the Appendix, begins with on-ground technical training workshops in Blackboard Vista. Numerous other on-ground workshops and webinars also are offered at MCC and through the CCC System. These range from basic Microsoft Office training to use of Web 2.0 tools such as wikis, social networking, iTunesU, podcasting, Raptivity, and VoiceThread, which can be used in conjunction with Blackboard Vista to incorporate audio, video and other interactions that respond to varied learning styles. Approximately 100 workshops are offered each academic year. One or two sections of *iTeach Essentials* are generally offered each term.

In the fall of 2010, MCC's Academic Senate will review the online program guidelines recommended by the Library & Academic Technology Committee. These guidelines (included in the Appendix) include required training for online faculty, a process for course proposals and development, and evaluation tools as well as training for supervisors who will evaluate online teaching.

Staff Support

MCC's Department of Educational Technology & Distance Learning reports to the Dean of Academic Affairs. The department employs three full-time and two part-time staff members. The Director, who has an MFA and experience teaching (composition, creative writing, first-year foundations) as well as a strong background in educational technology, also is co-chair of the CCC System Teaching & Learning Team, which developed the system's best practices document, *iTeach Essentials*, and guidelines for online training, program development, and evaluation. She also was the first co-facilitator of *iTeach Essentials* and is a train the trainer for the program. The director has presented at national conferences on evaluation of online courses, eTutoring, ePortfolio, and faculty training. She also has written articles about faculty training and teaching for national journals and books. ETDL, Academic Affairs, and the Center for Teaching co-sponsor several Teachers Cafes each semester that showcase best practices, innovations, and teaching tips. The ETDL staff provides technological and pedagogical training and design assistance for full- and part-time faculty teaching online, on-ground, and hybrid classes.

Evaluations

In addition to supervisor observations of teaching, student evaluations are conducted online every semester in every course, online or on ground. Also, departments review student learning outcomes across sections in a variety of ways, to ensure that all sections of the same course (whether on ground or online, and no matter who is teaching it) achieve the same outcomes.

Advising

Faculty members participate actively in the advisement of students, whether on ground or online. Full-time academic advisors provide a training program each semester that is strongly recommended for all new faculty members and required for anyone who becomes a faculty advisor. The Program Coordinators are responsible for coordinating the program advisement for their degree offerings and each faculty member within the program is assigned advisees. Advisement for the A.S. degree in General Studies and the A.A. and A.S. degrees in Liberal Arts and Science is coordinated through the full-time academic advisors in conjunction with the Program Coordinator. As part of the intentional planning of MCC's fully online degree and certificate options, faculty members will be identified to specifically advise the fully on line students.

STANDARD SIX: STUDENTS

The A.S. degree in General Studies will help achieve the mission of the college and serve the needs of students in the community by providing access to high quality, excellent education. Marketing will be targeted to the older, adult population of students who are seeking to enhance their education and require a flexible schedule. MCC currently has a “College by Design” program that offers courses in a variety of formats (weekend, summer, intersession and online) and is marketed to the older adult population. Although College by Design courses are offered as credit extension courses through the Continuing Education Division, the academic oversight of these courses resides with the faculty, department chairs, and Dean of Academic Affairs. The new online General Studies program will be marketed as a College by Design offering with priority registration for those students who desire to pursue an online General Studies degree program. All standard registration and placement processes will be followed, and advising will be provided to these students to help them assess their potential for success in an online learning environment.

Students taking courses online have access to the same services as students taking courses on ground. MCC and the Connecticut Community College System provide a number of ways in which services can be accessed online. This access is not limited to students taking courses online; all students, including those taking courses on ground, can (and do) use the online capabilities. Some of the things a student can do online include

- check the course schedule (for all 12 community colleges)
- apply for admission
- register for courses
- pay tuition and fees
- check account balances
- view grades
- request an official transcript
- apply for and check financial aid
- access classes via Blackboard Vista
- communicate with advisors, faculty, or other staff members
- communicate with other students in a class (through internal e-mail, discussion forums, and chat within a course shell in Blackboard Vista)
- utilize library resources (see section on library)
- access tutoring services
- vote in elections for student government and participate in student surveys, including student evaluations of faculty
- Complete course evaluations

Information about services for students with disabilities is available at:

<http://www.mcc.commnet.edu/students/resources/csd/special.php>. Students with physical, psychological, or learning disabilities, or ADD/ADHD can call an MCC counselor who will review the student's documentation and determine the type of accommodation MCC will provide. The counselors work with ETDL and the student's instructor to provide accommodations such as extended testing time for online assessments. Learning disability specialists at MCC can arrange e-books for students who have difficulty reading print books.

Career Services offers many online services including an online Career Exploration/Assessment Tool and an online job listing service and resume bank. Staff also are available via e-mail, phone, and in some cases, Facebook. <http://www.mcc.commnet.edu/students/career/>

The MCC website provides comprehensive information for online students. (A list of links, with descriptions, is under the “Descriptive Information” section at the beginning of this report.) Students also are enrolled in an orientation shell in Blackboard Vista and an information literacy Blackboard shell. Students who register with an e-mail address receive a message with links to distance learning information and at the beginning of each semester ETDL sends faculty an e-mail detailing information and help desk contacts for students. On-ground orientations that include technology information are conducted at the beginning of each semester as are separate technology workshops for students. An orientation wiki for students was developed this summer by the Students Services department. This wiki, at <http://mccorientation.pbworks.com/>, is available for students who are unable to come to campus.

Students who are taking only online courses and who need to work with advisors, faculty, and staff on individual situations do so in a variety of ways, primarily through telephone and e-mail. E-mail is useful for many inquiries and to exchange information and can be asynchronous; a telephone conversation can often be the most effective and quickest route to a solution, especially for problematic or unusual situations.

Tutoring & Support

MCC students (whether they are taking online courses or on-ground courses) are eligible, for free, to use eTutoring.org, a collaborative, online tutoring program in math, writing, accounting and statistics, managed by the Connecticut Distance Learning Consortium. Services include:

- Online Writing Lab: a student can submit a draft of a paper to a tutor, ask for specific feedback, and receive the work back with a tutor’s response within 24-48 hours
- eChat: a student can chat with a tutor, use a whiteboard, share files and applications, and use audio and video
- eQuestions: a student can leave a specific question for an eTutor who will respond within 48 hours.
- Resources: tips and tools to help students improve their writing

A pool of tutors is supplied by consortium members. The eTutors provided by MCC are recruited, hired, supervised, and evaluated in the same way, by the same staff, as oversee the on-ground tutoring, that is, by the Academic Support Center, reporting to the Dean of Academic Affairs.

The Academic Support Center and the Educational Technology & Distance Learning department provide on-ground peer tutors who assist students with course management system questions and online learning strategies. Tutors receive technical troubleshooting training as well as online learning and general tutor training. Beginning in fall 2010, MCC will begin a pilot program that embeds peer tutors in online and hybrid sections. Funded through a Perkins Grant, the program will begin with three peer tutors who have successfully completed a section of the online course they will be assigned to assist in the fall. Peer tutors must be recommended by the faculty member teaching the course; submit a resume and cover letter; be interviewed by the Academic Support Center director and the director of Educational Technology & Distance Learning; and

complete 10-12 hours of general and specialized tutor training. The Academic Support Center's tutor training is certified through the CRLA (College Reading and Learning Association) ITPC (International Tutor Program Certification). Information is available online at <http://www.crla.net/itpc/index.htm>.

The Online Adult Success Center also will begin in fall 2010. The Success Center is a three-year project funded by the Fund for the Improvement of Post Secondary Education (FIPSE) and administered by the Connecticut Distance Learning Consortium. Manchester Community College and three other consortium colleges are participating in this pilot. Using CTDLC's eTutoring collaboration as a model, the partners are working together to build a single shared online presence for adults returning to college. The program includes resources, planning tools, and synchronous access to shared coaches who are trained to help students understand the culture of higher education and to learn about services and resources at their respective institutions that will foster personal and academic success.

When online students register with an e-mail address, they receive an e-mail message with links to the MCC student online learning web page:

<http://www.mcc.commnet.edu/students/resources/distance.php#students>:

Students considering online learning or registered for online courses are encouraged to take the SmarterMeasure assessment, a web-based tool that assesses students' prospects for successful online learning. The assessment measures "attributes, skills and knowledge that contribute to success in online learning, including: Self-motivation, time-management skills, self-discipline, on-screen reading rate and recall, persistence, availability of time, ability to use a laptop, printer, software, and the Internet, typing speed and accuracy. <http://www.smartermeasure.com/> Online resources for remediation are provided by SmarterMeasure and by MCC. Advising staff encourage prospective students to take the assessment and discuss the results with an advisor who can direct students to campus resources such as the Academic Success Center

(<http://www.mcc.commnet.edu/academic/asc/>)

for assistance with study skills and workshops. The Center is the contact point for these on-campus and online services. Faculty teaching online courses are encouraged to place a link to SmarterMeasure in their Blackboard Vista sections and to discuss results with students. Upon registration all students are automatically enrolled in an orientation shell in Blackboard Vista, (See Appendix) which provides technical information as well as links to services.

STANDARD SEVEN AND EIGHT: LIBRARY AND TECHNOLOGICAL SUPPORT

An online catalog gives easy access to the collection, both on site and remotely. The Library subscribes to electronic indexes that provide students with citations, abstracts, and in most cases, the full text of the articles from thousands of journals and newspapers. Databases that provide this access include CQ Researcher; EBSCO Host; First Search; GaleNet; iCONN; and ProQuest. Descriptions of each, and what journals can be accessed, can be found at <http://www.mcc.commnet.edu/students/library/fulltext.php>.

Students can also make individual appointments by phone, electronically or in person for research help with the reference librarians, and can submit reference questions online using the

“Email an MCC Librarian” link from the library’s web site. The library also subscribes to a 24/7 online reference service so students can get help any time of the day or night. InfoAnytime, the 24/7 online reference service allows the student to pose a question in real-time chat to a professional librarian. This is a service offered by Tudor.com, and can be found on the library’s homepage. Researchers can access these electronic indexes by way of the Manchester Community College Library homepage <http://www.mcc.commnet.edu/students/library/>

Registered students also are automatically enrolled in an information literacy Blackboard Vista shell designed in cooperation between the library and ETDL. The library staff uses the site for instructional classes and students can access the information independently as well. See Appendix. Information literacy also will be embedded and assessed in a variety of courses with the new General Education guidelines.

Manchester Community College, as a separate institution and as part of the Connecticut Community College System, has a very strong, well-supported technical infrastructure; state of the art equipment; outstanding software; and numerous, well-trained technical support staff. The course management software is Blackboard Vista and the student administrative management system is Banner (admissions, registration, academic history, etc.). Support for these and other electronic resources, whether hardware, software, or network, includes a staff of 47 technical support personnel in the Information Systems area of the Connecticut Community College System, as well as 14 IT staff at Manchester Community College itself. A description of the help desk services available for students taking online courses can be found at: <http://www.commnet.edu/portal/contacts/> Blackboard Vista help desk services are primarily provided by the staff of MCC’s Educational Technology and Distance Learning Department, with additional services (evenings and weekends) offered through Presidium. <http://d2.parature.com/ics/support/default.asp?deptID=8134>

STANDARD NINE: FINANCIAL RESOURCES

Both Manchester Community College, and the Connecticut Community College system of which it is a part, have identified online and technological resources as a high priority, and have committed extensive funding to developing, maintaining, and expanded these resources. It is clear that while there are financial costs, the extensive use of online resources also provides financial savings.

Financial resources provided annually by the State of Connecticut typically include special funding for technology infrastructure, and additional special funding for technology equipment. These funds, as well as the college’s operating funds, have provided state of the art infrastructure, servers, networks, and equipment. MCC has a capital replacement plan for technology equipment, and funding the annual replacement and updating of equipment has been a top financial priority.

Because MCC is already offering more than 50 percent of the courses needed for an A.S. degree in General Studies online and the General Studies program itself is not new, the most significant costs associated with offering the online degree program are related to hiring qualified faculty. In addition, targeted marketing will be required, but can be accomplished in part through the

existing marketing associated with MCC's College by Design program, as described above. These costs will be, in large part, absorbed by increased enrollment and the savings realized in a number of areas. Online resources are used for all faculty, staff, and student purposes (not just for online students), and the self-service feature for students, faculty and staff (for registration; financial aid; billing; entering grades; reviewing student records; etc.) reduces in-person, manual demands on staff. Expansion of online courses reduces the need for adding additional "bricks and mortar" classroom buildings at a time when enrollments have grown extensively, and existing classrooms are almost fully booked.

STANDARD TEN AND ELEVEN: DEALING WITH STUDENTS, PROSPECTIVE STUDENTS, AND THE PUBLIC

Accurate, fully updated information is available on the Manchester Community College website (www.mcc.commnet.edu). This information includes not only all information from the catalog; Student Handbook; schedule; and other print publications, but much additional information, including information especially geared towards those taking online classes. Links and descriptions can be found earlier in this report.

Manchester Community College takes integrity very seriously. One of the reasons MCC plans to expand online offerings to include the availability of the A.S. in General Studies is to ensure that residents of the communities served by MCC have access to reliable quality in the online coursework they seek. In order to ensure the integrity of the online versions of courses, and of the degree program, MCC has kept the oversight of online courses and programs within the Academic Affairs area, so that the faculty, curriculum, pedagogy, and outcomes are all overseen by the same people overseeing courses and programs on ground. MCC works to ensure that all courses and programs (whether offered days; evenings; or online) meet the same standards of quality. The "Statement of Best Practices for Electronically Offered Degree and Certificate Programs" developed by the eight regional accrediting commissions and endorsed by NEASC has been circulated widely among faculty and academic staff, and has informed discussions by the faculty Academic Standards Committee; the Academic Technology Advisory Committee; and the Academic Affairs Council. MCC has used the best practices described, as the model for developing and expanding the electronically offered academic courses and programs.

Manchester Community College encourages its faculty, staff and students to use multimedia and text resources to enhance teaching and learning while abiding by copyright and intellectual property law, including the U.S. Copyright Act, the Digital Millennium Copyright Act and the TEACH Act. Copyright info on MCC web page: <http://www.mcc.commnet.edu/copyright.php>

CONTRACTUAL RELATIONSHIPS

This does not apply to MCC.

CONCLUSION

Manchester Community College plans to offer online versions of the full range of courses necessary to complete an A.S. in General Studies in fall 2011 and to continue to evaluate its online programming in an intentional, coherent manner that is integrated with the College's overall strategic planning. Offering students the option of completing the more degrees online is consistent with the college mission of "access, excellence, and relevance." The technical capabilities; knowledge of online pedagogies; outstanding faculty; excellent curriculum; online support systems; and institutional research for assessing outcomes, are all in place. The institutional commitment to ensuring quality is fundamental, and the academic excellence found in all programs at Manchester Community College will be embedded in the online versions of all programs.

Appendix A (MCC Strategic Plan Goal Areas)

Manchester Community College Strategic Goals

Academic Excellence – MCC is committed to demonstrating the academic rigor of its programs and courses, and to enhancing the quality of learning, teaching and student support. We support open access, both in terms of entrance to the college and comprehensive support for student success once they're here. Students build on their capacity to become self-directed, intentional and continuous learners.

Integrative Learning and Holistic Student Development – The College community, especially students, has a shared understanding of learning goals that tie together general education, program coursework and co-curricular opportunities into a cohesive whole. Students see a connection between their educational plan, learning and employment opportunities. We are committed to helping students achieve their educational personal and career goals by providing essential and comprehensive support services.

Workforce development – The College develops academic and training programs that are responsive to the workforce needs of the region. While we recognize that all academic programs contribute to the development of the state's economic base, we pay particular attention to those credit and non-credit training and retraining programs that provide direct entrance into the workforce. This includes support for existing and new programs in emerging and innovative workforce areas.

Community and civic engagement – The College engages in partnerships with the fifteen communities surrounding our campus and beyond by offering and responding to requests for education, human services, training, programming, service projects and technical assistance designed to enrich the civic and cultural lives of area residents. In addition to credit courses and programs, MCC offers a variety of non-credit courses for personal and professional development, and to encourage lifelong learning. The college actively partners with businesses and community organizations in order to better understand the needs of our constituents, to remain current in our offerings, and to link ourselves to the communities we serve.

Educational Partnerships – The College strengthens its relationships with other units of higher education by developing articulation agreements and collaborating on curriculum in order to aid transfer. The College continues its synergistic relationship with Great Path Academy; one that models best practices in curriculum alignment, college readiness, and support for underprepared students. These findings are extended to other schools in our service area to support Pre-K to high school.

Stewardship – MCC actively protects its assets and continually seeks to develop new resources. The College's reputation, human resources, physical spaces and capital assets, technology infrastructure, sources of alternative funding and accreditation are all critical components to our mission of student success. The college explores, adopts and promotes sustainable practices.

College Culture – The college community intentionally builds its capacity for shared understanding, shared responsibility, and shared leadership. Students are given a voice in determining the goals and directions of the College. We practice inclusive conversations based on a consensus or deliberative model. We extend communications to as broad an audience as possible; we build a culture of trust that reaches out to colleagues and the community, encourages innovation and allows taking risks and making and learning from mistakes. We strive to realize the full potential of our diversity.

Appendix B (LACT Guidelines)

Guidelines for Online & Hybrid Course Development and Delivery

Definitions

HYBR = Online and Classroom (reduces seat time not interactive instructional time)

Hybrid courses combine face-to-face classroom instruction with interactive online facilitated instruction.

In a Hybrid course, a portion of the course learning is online and as a result, the amount of classroom seat-time is reduced.

OLCR = Online with Campus Requirement (such as orientation or assessment not instruction)

In an OLCR course, all of the instruction takes place online; however, there may be some “in-person” non-instructional component, such as an initial orientation or final proctored exams.

ONLN = Fully Online

Online courses, also known as “Distance Learning Courses” use Blackboard Vista as virtual classrooms.

The entire course is conducted electronically and has no scheduled on-campus meetings or assessments.

Objective

This plan is intended to ensure basic consistency in the framework of our courses, provide the best possible pedagogical and technical support to faculty members, and minimize student and faculty issues due to course construction and delivery.

This review plan applies to all credit bearing fully online (ONLN), online with campus requirements (OLCR) and hybrid courses (HYBR).

Web-enhanced courses that do not replace on-campus seat time with online work are not included under this plan. Independent Study courses (INDE) and Internships (INTN) are not included under this plan, even if the student work is placed online.

I. Faculty Training Requirements

To ensure high-quality online learning, an online instructor needs to be competent in effective online course design and must possess pedagogical knowledge and technology skills needed to teach online. To ensure that technical and pedagogical competencies are achieved, two training components are required.

These guidelines apply to:

- candidates who have not yet been hired, who wish to teach ONLN, OLCR, or HYBR courses
- full-time and part-time faculty who are currently employed and wish to teach ONLN, OLCR, or HYBR courses, but have not yet done so.

1. Technology Training

In the two years prior to teaching online, you must take at least four hands-on training workshops/webinars and use Blackboard Vista in some way in your on-ground classes. Three of the four workshops/webinars must be:

- *Getting started with Blackboard Vista*
- *Manage and Customizing Your Course in Blackboard Vista* (or earlier equivalent *Managing and Presenting Content*)
- *Plan and Deliver Course Content and Activities in Blackboard Vista* (or earlier equivalent *Managing and Presenting Content*)

The technology training for effective use of Blackboard Vista can be accomplished by attending on-ground workshops, or webinars, offered throughout our system. These workshops are pre-requisites for the *iTeach Essentials* training course.

2. Pedagogy Training

In the two years prior to teaching online, you must successfully complete *iTeach Essentials*.

At the discretion of the each department and in consultation with the academic dean, these requirements may be waived for faculty who have previous online teaching experience and can satisfactorily demonstrate technical and pedagogical proficiency.

If it is determined by a supervisor that faculty who are currently employed AND are currently already teaching ONLN, OLCR, or HYBR courses would benefit from additional training, they may be directed into *iTeach Essentials* or other appropriate opportunities.

II. First Run ONLN, OLCR, & HYBR Course Approval Process

A "First Run" ONLN, OLCR, or HYBR course:

- has already been approved by the college's curriculum approval process
- has not been taught online within the last 4 semesters (or two years)
- will be taught by an instructor who has never taught the proposed course online at the College.

The proposal of a first run ONLN, OLCR, or HYBR course must be submitted to the appropriate department chair at least 9 months prior to the first day of class, in order to provide sufficient time for the faculty member to complete technological and pedagogical training (as specified in section I above) and construct the course in consultation with the ETDL course designer or equivalent staff.

The proposal will be reviewed by the appropriate department/program and division at the next regularly scheduled meetings.

A First-Run ONLN, OLCR or HYBR course will not be authorized for submission into the course schedule if the proposal has not been submitted or has not been approved.

If an ONLN, OLCR or HYBR course has not been offered within the last 4 semesters (or two years), it does not need to go through the First-Run course proposal process. However, the course does need to go through the course review process as outlined in section III.

Faculty Member “First Run” Responsibilities

Faculty members should obtain a *First-Run ONLN/OLCR/HYBR Course Proposal Form* from [insert contact points] and submit it to the appropriate department chair/program coordinator. In the absence of a department chair/program coordinator, the form must be submitted directly to the appropriate division director.

Once approval is granted, the faculty member may obtain a course development shell from ETDL. The progress in the course development shell should be periodically discussed with the ETDL course designer or equivalent staff. The faculty member should consult the *Online Quality Design Guidelines* in this process [insert contact points].

III. Ongoing Review Process of Existing ONLN, OLCR, and HYBR Courses

Faculty teaching ONLN, OLCR, and HYBR courses should plan to meet with ETDL staff to review their courses, in accordance with the *Online Quality Design Guidelines*, at least every two years.

IV. Ongoing Professional Development in Educational Technology

Faculty teaching ONLN, OLCR, and HYBR courses are expected to maintain currency with regard to advances in educational technology.

V. Guidelines for Supervisors of Faculty Teaching ONLN, OLCR, and HYBR Courses

Prior to evaluating faculty teaching ONLN, OLCR, and HYBR courses, supervisors must attend a training workshop regarding the alignment between the *Online Quality Design Guidelines* and the *Instructional Observation Form*. Despite the increased number of courses offered in ONLN, OLCR, and HYBR format, the existing system-wide faculty review and evaluation process is based on principles and assumptions of the face-to-face classroom environment. These guidelines will give supervisors guidance in applying the existing review process in an online environment.

Appendix C (Course Development Timeline)

Recommended Timeline for First-Run Online & Hybrid Course Development

Task Item	Timeline: Prior to Start of Anticipated Effective Term
Completion of Technology Training (<i>iTeach Essentials</i> pre-requisites).	1 year
Completion of Pedagogy Training (<i>iTeach Essentials</i>)	9 months
Submission of proposal for a first-run online course	9 months
Review of proposal	8 months
Course Development/Copyright and ADA compliance	4-7 months
Completion of Course Development	3 months
Final Review/Approval	1 month

Appendix D (Online Course Proposal Form)

[NAME] Community College

FIRST-RUN ONLN, OLCR and HYBR COURSE PROPOSAL FORM

Part I – Instructor Information

Name

Job Title

Department

Address

Email

Phone

Part II – Course Information

Attach a Course Syllabus to this Proposal

This course has been approved by the college's curriculum process.

Course Number	Credit Hours	Prerequisites
---------------	--------------	---------------

Course Title

Course Description as it will appear in the college catalog, course outline, and course syllabus. Be sure to include course number, title, credit hours, description, and prerequisites.

Division	Program	Effective Term
----------	---------	----------------

Target Students

What are the transfer possibilities of this course?

Part III – Training/Previous Experience

What are your experiences in teaching an online course or using technology to enhance an on-ground course?

Have you successfully completed *iTeach Essentials* (offered by the Connecticut community college system)? If not, when do you plan to register for the course and have it completed?

Describe any other related training you may have attended.

Part IV - Course Design and Teaching

How do you expect to meet the course objectives (as listed in the syllabus) in an online format?

How will you assess student learning in an online environment?

What technology tools you will be using in this online course (e.g. ePack/Course Cartridge, publisher's supplemental material, test banks, e-mail, discussions, announcements, calendar, learning modules, assignments, online exams, etc.)?

Do you plan to upload any copyrighted material – video, audio, graphics/photos, print materials, etc. – into your course shell? If Yes, please attach a copy of the written permission you have received from the copyright holder.

☐ I have read and understand the ***Recommended Timeline for Online Course Development***.

☐ I understand the training requirements as specified in the ***Guidelines for Online & Hybrid Course Development and Delivery***

☐ I have read and understand that my course will be developed and approved for delivery according to the ***Connecticut Community Colleges/Online Quality Design Guidelines***.

Review Comments and Approval Signatures

Reviewed by:

_____	_____	_____
[Appropriate party] signature	review comment	date
_____	_____	_____
[Appropriate party] signature	review comment	date
_____	_____	_____
[Appropriate party] signature	review comment	date
_____	_____	_____
[Appropriate party] signature	review comment	date

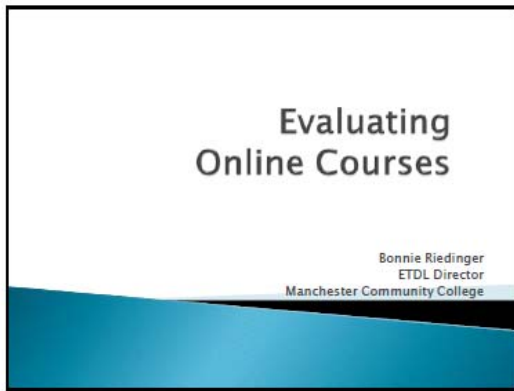
ADMINISTRATOR USE (BELOW)

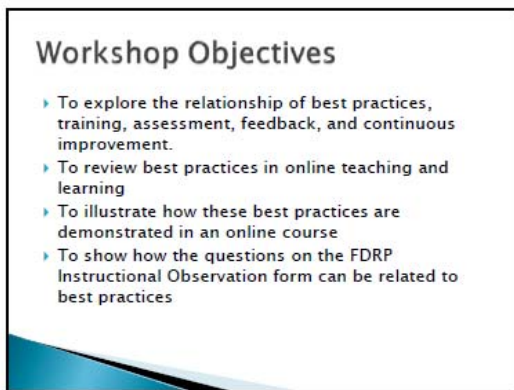
Has it been offered as an on-ground Course? If so, enrollment was

How frequently will the course be offered per (semester or year)

Projected enrollment per (semester or year)


Appendix E (Supervisor Training Workshop PowerPoint)








Best Practices in:



- ▶ Course Design & Navigation
- ▶ Class Management
- ▶ Technological Issues
- ▶ Resources
- ▶ Community & Social Presence (Pedagogy)

Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes
http://www.comnet.edu/academics/webet/docs/Effective_Teaching_Practices_for_Web-enhanced_hybrid_online_classes_1a.pdf




Course Design

Think genre


- ▶ A book is not a play. A play is not a movie. The movie version may impart much of the same information but the design and delivery are very different. Well done versions of each provide the audience with rewarding, but different, reading/viewing experiences.
- ▶ An online course is not an on-ground course.

A Literal/Learning Environment



- ▶ When students enter an online course, they are in a place, an environment. Locations in an online course should be set up for different activities just as different areas in a home are designed for different activities.
- ▶ It makes no sense to keep the egg timer in the bathtub or the toilet brush in the fireplace so why should students leave the Week One module to hunt down a rubric lost among two dozen icons scattered on the Home Page?

Everything in its place and a place for everything.



Course Design: Redundancy


But sometimes items belong in more than one place . . .

- ▶ The kitchen and the bathroom both need running water and sinks. Each bedroom needs a bed and a bureau.
- ▶ What needs to be in each weekly module for the course? Are the assignments, deadlines and rubrics listed in each module or do students have to go scavenging to another "room?"

Best Practices Checklist

Course Design & Navigation


- Welcome organizer page
- Chunking information
- Clear labels
- Consistent layout
- Redundancy
- Detailed syllabus
- ADA compliance



Best Practices Checklist

Class Management

Interaction Strategies



- ▶ Use clearly defined spaces for questions for the instructor and off-topic discussions.
- ▶ Use Discussion Board for general course questions to cut down on individual e-mails, preserve record of exchanges and allow all students to see responses to common questions.
- ▶ Facilitate discussions to ensure safe and thoughtful learning environment.

Appendix E (Supervisor Training Workshop PowerPoint)

Best Practices Checklist

Class Management



- › Netiquette.
- › Late work policy (particularly in cases of technical difficulties).
- › Response time from instructor and method of communication (Discussion forums, e-mail, phone, etc). Instructor should respond to students within 24 hours.
- › Format for discussion board postings—subject headings, dates, deadlines.
- › Rubric for quality and quantity of discussion postings.
- › Very detailed and clear assignments. Instructors do not have in-class opportunities to elaborate on assignments. Instructions may need to be rewritten to include details that would have been covered “in class.”

Best Practices Checklist

Technological Issues



- › Information about Student Orientation Shell.
- › Information about browsers and computer requirements.
- › Help Desk contact information.
- › Technology required specifically for this course. Provide links to free plug-ins when necessary; e.g., link to download for Adobe Reader if students are required to read pdf files.
- › Technical literacy requirements for this course; e.g., students must know how to attach documents to e-mail messages or must be able to produce a PowerPoint presentation. Links to tutorials will help students who do not have good technical skills.
- › Back up plans for technology problems and downtime. Such plans should be announced to students at the beginning of the course.

Best Practices Checklist

Resources



- › Library resources
- › Technological Support
- › Counseling Services
- › Tutoring and learning support
- › Academic integrity and plagiarism
- › Web resources for coursework

Pedagogy

Teaching and Learning are action verbs

- Community (Interaction)
- Social Presence (Interaction)
- Assignment Design
- Student-centered Learning (Constructivism)

Bill Pelz's Three Principles

1. Let the students do (most of) the work
2. Interactivity is the heart and soul of effective asynchronous learning
3. Strive for presence

"(My) Three Principles of Effective Online Pedagogy" by Bill Pelz, JALN
Vol. 8, Issue 3, June 2004, http://www.sloan-c.org/publications/jaln/v8n3/v8n3_pelz.asp

Let the students do (most of) the work

- Student-led discussions
- Students find and discuss Web resources
- Peer Assistance
- Students grade their own homework
- Case study analysis

"(My) Three Principles of Effective Online Pedagogy" by Bill Pelz, JALN
Vol. 8, Issue 3, June 2004, http://www.sloan-c.org/publications/jaln/v8n3/v8n3_pelz.asp

Appendix E (Supervisor Training Workshop PowerPoint)


Best Practices Checklist

Community & Social Presence

Community


These strategies can help promote a community of learners:

- ▶ Clear orientation and statement of expectations.
- ▶ Student introductions or bios including photos.
- ▶ Water cooler or student lounge where students can socialize.
- ▶ Use of discussion board to answer general course questions.
- ▶ Active learning assignments, group work, problem-based learning that requires collaboration.



Best Practices Checklist


Community & Social Presence



- ▶ A personal welcome written in the instructor's voice rather than just the policy-speak of the syllabus.
- ▶ A bio including some non-academic information; e.g., hobbies and interests.
- ▶ A photo or iMovie introduction.
- ▶ Audio clips.
- ▶ Daily posts.
- ▶ Prompt (within 24 hours) responses to questions.
- ▶ Modeling expected behavior in discussion boards.
- ▶ Lots of detailed feedback.
- ▶ Open-ended questions.

Best Practices Checklist

Assignments



- ▶ Provide very detailed, clear instructions
- ▶ Repeat instructions and expectations
- ▶ Use learner focused approach
- ▶ Present material logically
- ▶ Use scaffolded approach
- ▶ Use external resources
- ▶ Consider diverse learning styles, cultural differences, and backgrounds/experience of students
- ▶ Encourage critical thinking, reflection, collaboration, self-directed learning in context of "real world"

Appendix E (Supervisor Training Workshop PowerPoint)

INSTRUCTIONAL OBSERVATION FORM

Faculty Name: _____
Evaluator: _____
Date of Evaluation: _____
Time of Evaluation: _____
Class visited: _____
No. of Students: _____
Was the lesson organized and clearly presented?
Describe the level of student interest and participation.
Describe the quality of interpersonal relations between the instructor and students.
What was particularly effective about the instruction? And, what suggestions would you make concerning how
instructor could be improved?

Recommended Rating
_____ Satisfactory
_____ Adequate, but needs improvement
_____ Unsatisfactory

Evaluator Signature _____ Date _____
Evaluates Signature _____ Date _____
Division Director Signature _____ Date _____
Dean of Academic Affairs Signature _____ Date _____

Lesson Organization

Was the lesson organized and clearly presented?

Which of the best practices we've discussed might apply to this question?

Was the Lesson Organized and Clearly Presented?

Questions to Consider:

- Would a student with no prior online experience know what to do when he/she logs into the course?
- Are the course syllabus and getting starting documents easy to identify?
- Does the course contain a welcoming statement to students using announcements, content page, etc.
- Are alternate contact methods such as NCCC e-mail address, office telephone number, etc. provided in case students need to contact the instructor outside of Blackboard Vista? (e.g. if Bb Vista is down).
- Does the course contain information about being an online learner and links to campus resources?

Appendix E (Supervisor Training Workshop PowerPoint)

Was the lesson organized and clearly presented?

Questions to Consider about the Syllabus

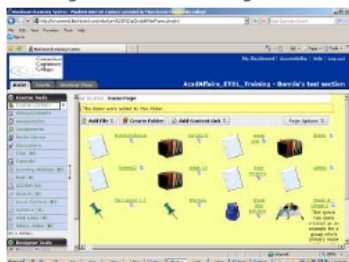
- Does the syllabus explain course policies such as those for grading, academic honesty, plagiarism, and services for students with disabilities?
- Are course goals and outcomes clearly defined? These may also be listed on each assignment page.
- Are clearly defined due dates listed? These may also be listed in tables, schedule, the calendar tool, or other document.
- Is there a statement explaining accepted online standards of behavior?
- Does the syllabus include guidelines for instructor response time to student emails/questions? Best practices are 24 - 48 hrs with the exception of weekends.

Was the lesson organized and clearly presented?

Questions to Consider:

- Is the course clearly designed with a minimal number of icons and navigational choices for users?
- Are course materials viewable within three clicks when starting from the course homepage?
- Is content chunked into manageable portions? Are large blocks of text divided into smaller sections with hyperlinks and a minimum of scrolling? Are audio and video clips chunked into 5-10 minute segments?
- Is redundancy used to minimize searching for commonly sought information?
- Is the course layout, navigation and design consistent throughout? (E.g. ordering content in similar learning modules, maintaining type size, font, heading styles, and other page elements).

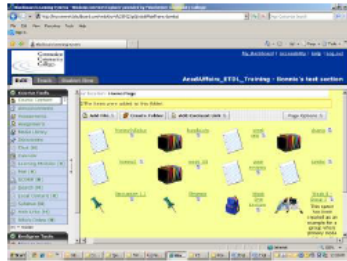
Lesson Organization: What's wrong with this Home Page?



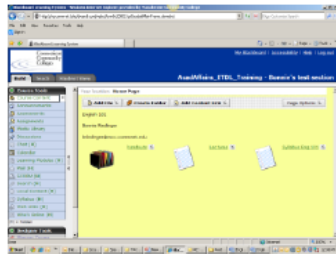
Appendix E (Supervisor Training Workshop PowerPoint)

Unsatisfactory Lesson Organization

- No listing of course name or instructor
- Cluttered page
- No navigational aids
- Cryptic labeling
- Inconsistent use of assignment tool and content files

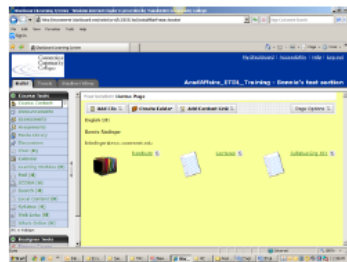


Lesson Organization : Home Page What could be improved?



Example of Adequate Lesson Organization : Home Page (Needs Improvement)

- Not too cluttered, but no clear navigational structure
- Use of different icons indicates that materials may not be well organized when student drill down
- No clear identification as MCC course
- Although contact information is provided there are no instructions on how communications will occur.



Appendix E (Supervisor Training Workshop PowerPoint)

Example of Satisfactory Lesson Organization: Home Page

- Clear labeling of course name and number
- Clearly labeled icons that guide student navigation
- Branding of college with MCC logo
- Clean layout with minimal number of icons



How does this learning module illustrate best practices?



Course Organization How could this syllabus be improved?

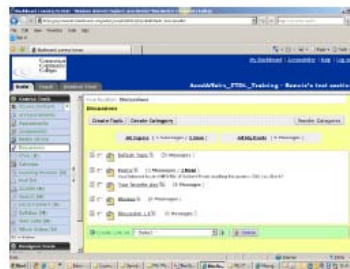


Appendix E (Supervisor Training Workshop PowerPoint)

How does this syllabus illustrate Best Practices in Course Organization?



What could be improved on this Discussion Board?



Student Engagement

- Describe the level of student interest and participation.

Appendix E (Supervisor Training Workshop PowerPoint)

Describe the level of student interest and participation.

Questions to Consider:

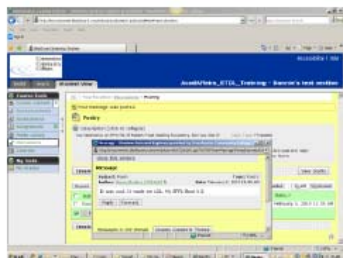
- » Does the course promote student-student interaction via discussions, collaborative assignments? Do students actively participate?
- » Does the instructor encourage students to introduce themselves to one another informally and to post short bios and photos? Do students engage with one another?
- » Does the course provide a water cooler or informal discussion area for students? Do they form a community of learners?
- » Are the assignments in the course learner-centered? Do students engage with the material?
- » Did the students show respect for one another? Did the instructor provide "netiquette" guidelines for online interactions and model appropriate posts and examples of academic "argument"?

Describe the level of student interest and participation.

Questions to Consider

- » Does the instructor encourage student engagement via open-ended questions and modeling of expected behavior?
- » Does the instructor provide guidance on how to receive help and ask questions? Is a course questions forum provided?
- » Does the instructor encourage all students to participate and ask open-ended questions to prompt engagement and draw out shyer students?
- » Does the instructor approach difficult concepts in a variety of ways. E.g. written explanations, audio explanations, use of graphs or charts.
- » Does the instructor seek feedback from students and provide additional resources or explanations when necessary? E.g. "muddiest point" question in weekly journals.

How could this discussion question be improved to increase student engagement and learning?



Appendix E (Supervisor Training Workshop PowerPoint)

Interpersonal Relations

- Describe the quality of interpersonal relations between the instructor and students.
- What areas from the Best Practices we've discussed would illustrate the quality of interpersonal relations?*

Describe the quality of interpersonal relations between the instructor and students.

Questions to consider:

- Does the instructor provide a personal introduction to students using roster profile, biography, info page, etc.?
- Does the instructor provide timely and sufficient feedback? 24-48 response time.
- Are students given the opportunity to apply suggested feedback through the use of drafts?
- Does the instructor use formal and informal student feedback in an ongoing basis to help plan instruction and assessments of student learning throughout the semester?
- Does the instructor alert students about when/where feedback on assessment will be provided so that students can easily access instructor comments and grades?
- Does the instructor participate effectively in threaded discussions and respond to appropriately to student questions within the discussion area?

Describe the quality of interpersonal relations between the instructor and students.

Questions to Consider

- Does the instructor define his/her role in the discussion forum? (E.g. active participant, facilitator? *This could be added to syllabus or introductory comments about expectations of the course.*
- Does the instructor include a personal welcome to the course written in her/his voice rather than the policy-speak of the formal syllabus?
- Does the instructor include audio clips, a photo, or video of her/himself?
- Is the instructor regularly "present" in the course via announcements, discussion posts and individual feedback?
- Is the instructor's writing style and tone clear and welcoming?
- Does the instructor personalize his/her exchanges with students by using names and salutations?

Evidence of Effective Teaching

- ▶ What was particularly effective about the instruction? And, what suggestions would you make concerning how instruction could be improved?
- ▶ *What are some of the effective online instructional approaches you would look for based on the Best Practices we've reviewed?*

What was particularly effective about the instruction? And, what suggestions would you make concerning how instruction could be improved?

This section particularly addresses the Federal Education Reauthorization Act, which requires institutions to "establish that the student who registers in a distance education course or program is the same student who participates and completes the program and receives academic credit." NEASC is recommending the following pedagogical approaches for compliance.

- ▶ Use multiple assessment techniques for high stake exams.
- ▶ Design assessments to be frequent, varied, and authentic to the application of learning. Interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams are suggested.
- ▶ Modify assessments from semester to semester.
- ▶ Rely more on written assignments and threaded discussion than objective tests.
- ▶ Become familiar with students' writing styles through online discussions.
- ▶ Use test banks, timed test delivery, randomization, no-print scripts and do not release answers until all tests have been completed.

▶

What was particularly effective about the instruction? And, what suggestions would you make concerning how instruction could be improved?

Questions to Consider: Technology

- ▶ Does the course include information about the following?
- ▶ The Student Orientation Shell
- ▶ Browser & computer requirements
- ▶ Help Desk contacts
- ▶ Technology specific to the course including links to plug-ins. E.g. link to download Adobe Reader to view pdf files.
- ▶ Technical literacy requirements for the course. E.g. know how to produce a PowerPoint presentation or zip a file.
- ▶ Links to resources to improve technical skills

Appendix E (Supervisor Training Workshop PowerPoint)

What was particularly effective about the instruction? And, what suggestions would you make concerning how instruction could be improved?

- ▶ Questions to Consider: Resources
- ▶ Does the instructor integrate current subject matter into the course?
- ▶ Does the course include web resources such as RSS feeds, links to relevant web sites, and podcasts?
- ▶ Does the course include multi-modal and multi-media resources?

Exercise

- ▶ Using the Best Practices Guidelines and the Online Course Observation Guidelines, write a sample evaluation for a course.

Appendix F (Instructional Observation Template)

Connecticut Community Colleges Online Course Observation Guidelines

**Prepared by the DL Course and Program Guidelines Subcommittee
of the System Teaching & Learning Team**

Draft Date: 2/9/10

Introduction

This document is informed by the Connecticut Community College System Faculty Development and Review Plan (FDRP, found at <http://www.commnet.edu/emprel/appendicesA-G.asp>). It is intended to be used as a guide for supervisors when observing online courses for the purposes of evaluating faculty performance.

According to the FDRP, “Performance indicators translate each of the four Standards of Instructional Excellence into questions that indicate the degree to which the faculty member demonstrates instructional effectiveness. The indicators are to be considered guidelines for documentation and are not intended to be used as a definitive list of required behaviors.” The FDRP connects the Standards of Instructional Excellence to the approved Instructional Observation Form used by supervisors to evaluate faculty performance in on-ground classroom, laboratory, and clinical settings.

Despite the increased number of courses offered in online and hybrid formats, the existing system wide faculty development and review process is based on principles and assumptions of the face-to-face classroom environment. These guidelines are intended to give supervisors of faculty some assistance in applying the existing review process in an online environment.

The standard Instructional Observation Form contains four questions. To answer the main questions, the evaluator may want to consider using some of the guideline questions suggested here under the main questions one through four. The guideline questions can be substituted for other considerations observed during the visit.

INSTRUCTIONAL OBSERVATION FORM FOR ONLINE DELIVERY SETTINGS

Faculty Member _____

Evaluator _____

Date _____

Class _____

1. Was the lesson organized and clearly presented?

- ▶ Did the instructor present clear objectives or plans for the lesson?
- ▶ How clearly did the instructor communicate the objectives or plans to the students?
- ▶ Did the instructor carry out the objectives?
- ▶ Did the instructor present content at a pace appropriate to the length of the lesson, or the course?
- ▶ Did the instructor use various presentation formats (i.e., text, graphics, PowerPoint slides, audio, video), to appeal to different student learning styles and abilities?
- ▶ Would a student with no prior online experience know what to do when he/she logs into the course?
- ▶ Are the course syllabus and getting starting documents easy to identify?
- ▶ Are alternate contact methods, such as a college e-mail address or office telephone number, provided in case students need to contact the instructor outside of Blackboard Vista? (e.g. if Bb Vista is down).
- ▶ Does the course contain information about being an online learner and links to campus resources for online students?
- ▶ Is the course cleanly designed with a minimal number of icons and navigational choices for users?
- ▶ Are course materials viewable within three clicks when starting from the course homepage?
- ▶ Is content chunked into manageable portions? Are large blocks of text divided into smaller sections with hyperlinks and a minimum of scrolling? Are audio and video clips chunked into 5-10 minute segments?
- ▶ Is redundancy used to minimize searching for commonly sought information?
- ▶ Is the course layout, navigation and design consistent throughout? (e.g., ordering content in similar learning modules, maintaining type size, font, heading styles, and other page elements).

2. Describe the level of student interest and participation.

- ▶ Does the course promote student interaction via discussions and collaborative assignments? Do students actively participate?
- ▶ Does the instructor encourage students to introduce themselves to one another informally and to post short bios and photos? Do students engage with one another?
- ▶ Does the course provide an informal discussion area for students? Do they form a community of learners?
- ▶ Are the assignments in the course learner-centered? Do students engage with the material?

- ▶ Does the instructor encourage student engagement via open-ended questions and modeling of expected behavior?
- ▶ Does the instructor provide guidance on how to receive help and ask questions? Is a course questions forum provided?
- ▶ Does the instructor encourage all students to participate and ask open-ended questions to prompt engagement and draw out shy students?
- ▶ Does the instructor approach difficult concepts in a variety of ways: e.g., written explanations, audio explanations, use of graphs or charts?
- ▶ Does the instructor seek feedback from students and provide additional resources or explanations when necessary? E.g. “muddiest point” question in weekly journals.

3. Describe the quality of interpersonal relations between the instructor and students.

- ▶ Do the students and instructor show respect for one another?
- ▶ Does the instructor provide “netiquette” guidelines for online interactions?
- ▶ Does the instructor model appropriate posts and examples of academic “argument?”
- ▶ Does the instructor provide a personal introduction to students using roster profile, biography, info page, etc., written in her/his voice rather than the policy-speak of the formal syllabus?
- ▶ Does the instructor include audio clips, a photo, or video of her/himself?
- ▶ Does the instructor provide timely and sufficient feedback on student work? (for example, within 24-48 hours, excluding weekends)
- ▶ Are students given the opportunity to apply suggested feedback through the use of drafts?
- ▶ Does the instructor use formal and informal student feedback in an ongoing basis to help plan instruction and assessments of student learning throughout the semester?
- ▶ Does the instructor alert students about when and where feedback on assessments will be provided so that students can easily access instructor comments and grades?
- ▶ Does the instructor define his/her role in the discussion forum?
- ▶ Does the instructor participate effectively in threaded discussions and respond to appropriately to student questions within the discussion area?
- ▶ Is the instructor regularly “present” in the course via announcements, discussion posts and individual feedback?
- ▶ Is the instructor’s writing style and tone clear and welcoming?
- ▶ Does the instructor personalize his/her exchanges with students by using names and salutations?

4. What was particularly effective about the instruction? And, what specific suggestions would you make concerning how instruction could be improved?

This section particularly addresses the *Federal Education Reauthorization Act*, which requires institutions to “establish that the student who registers in a distance education course or program is the same student who participates and completes the program and receives academic credit.” NEASC is recommending the following pedagogical approaches for compliance.

Specific Suggestions Include:

- ▶ Use multiple assessment techniques for high stake exams.
- ▶ Design assessments to be frequent, varied, and authentic to the application of learning. Interactive discussions, writing assignments, quizzes, capstone projects, group work and online exams are suggested.
- ▶ Modify assessments from semester to semester.
- ▶ Rely more on written assignments and threaded discussion than objective tests.

- ▶ Become familiar with students' writing styles through online discussions.
- ▶ Use test banks, timed test delivery, randomization, no-print scripts and do not release answers until all tests have been completed.

Questions to Consider: Technology

Does the course include information about the following?

- ▶ The Student Orientation Shell
- ▶ Browser & computer requirements
- ▶ Help Desk contacts
- ▶ Technology specific to the course including links to plug-ins. E.g. link to download Adobe Reader to view pdf files.
- ▶ Technical literacy requirements for the course. E.g. know how to produce a PowerPoint presentation or zip a file.
- ▶ Links to resources to improve technical skills

Questions to Consider: Resources

- ▶ Does the instructor integrate current subject matter into the course?
- ▶ Does the course include web resources such as RSS feeds, links to relevant web sites, and podcasts?
- ▶ Does the course include multi-modal and multi-media resources?

SAMPLE DOCUMENT

1. Was the lesson organized and clearly presented?

Course content was clearly labeled with a minimum of icons. From the home page, which included a welcome folder that explained how to navigate the course to the weekly learning modules and individual files, the course content was clear and concise. Students would have no difficulty finding content or resources even if they had never taken an online course as each learning module followed a consistent layout. Information was never more than three clicks from the home page. Assignments were clearly written and scaffolded. The instructor included a detailed syllabus with a TOC that made it easy for students to find information about course policies and procedures, due dates, and learning goals and outcomes. The instructor also included a student contract that defined the rights and responsibilities of the students and the instructor on issues such as response time and late work.

2. Describe the level of student interest and participation.

The students participated actively and enthusiastically on the discussion board encouraged by the regular posting of open-ended questions and encouragement from the instructor, who used her posts to draw more details and analysis from the student discussions. A rubric for discussions was posted for each forum so that students knew what was expected in each thread. The instructor used a learner-centered approach, assigning students to lead the discussions each week and including group research projects that required the students to engage with one another and with material on the web. The instructor published the group projects so that the groups could review and comment on each project. Most students posted at least four times a week and produced thoughtful, analytical discussions. When questions arose, the instructor encouraged students to help one another, but maintained a strong presence and provided help promptly when necessary.

3. Describe the quality of interpersonal relations between the instructor and students.

The instructor was conscientious about responding promptly to student questions—usually within hours of a post. She used the Questions About the Course forum to respond to questions so that all students could benefit from her answers. Her responses were clear and detailed and her tone was friendly. She always addressed students by name and with a friendly greeting. Feedback was provided promptly and with examples and explanations designed to help the student improve on the next draft or assignment. Her tone was consistently encouraging and she often used open-ended questions to guide students to deeper levels of analysis and reflection. Models for behavior were provided via written examples and by the conduct of the instructor. The instructor's welcome included an iMovie introduction as well as items about her hobbies and interests that set the tone for the students' own introductions.

4. What was particularly effective about the instruction? And, what specific suggestions would you make concerning how instruction could be improved?

The instructor has created a rich learning environment in that focuses on student-centered learning and engagement. She has included many web resources in her course that make it relevant to her students' lives and relate the course material to current events and the latest developments in her discipline. The instructor has also ensured that her students have access to the technical assistance they need. Academic honesty and compliance with the Higher Education Reauthorization Act are addressed through the instructor's use of authentic assessments. The instructor is obviously comfortable with technology and constructivist pedagogy and is encouraged to continue exploring new technologies such as RSS feeds and podcasting that could further enrich her course.

Appendix G (Effective Teaching Practices for Web-Enhanced, Online, Hybrid Class



Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes

Project Introduction

This document was developed by the Connecticut Community College System's [WebCT Vista Teaching & Learning Team](#) (a subgroup of the [Vista Team](#)). The Teaching & Learning team is principally concerned with ensuring that instructors using WebCT Vista are cognizant of instructional best practices concerning online teaching and learning guidelines and as such was charged with the following tasks:

- Defining best practices in online instruction that align with the system's mission and strategic goals.¹
- Determining ways to deploy and support these practices system-wide.

The T&L team includes members of all relevant stakeholder groups, including academic deans, faculty members, distance learning managers from both the System Office and the colleges, members of the Center for Teaching, and members of the [Academic Information Technology Advisory Committee \(AITAC\)](#). The team's focus is on creating opportunities and resources that emphasize the ways in which WebCT Vista can be used to enhance learning, teaching, and collaboration that will benefit both students and faculty.

The "Effective Teaching Practices" Guideline Development Process

The guidelines are equally relevant for instructors regardless of whether their course delivery will be in a "web-enhanced" on-ground course section, a "hybrid" course (a course that is taught partially online and partially in a classroom), or a fully-online course.

To develop the "Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes" document for Connecticut Community Colleges faculty, the committee reviewed existing rubrics and best practices documents, websites, and standards. With the increasing use of course management systems such as WebCT/Vista, there is a need to support instructors as they transition from teaching in the face-to-face classroom to the online classroom. The group believed the approach to teaching online should be informed by a clear theoretical framework. Therefore, the group's discussion focused on adult learning theory and research, specifically on [constructivist](#) learning theory because its principles align well with the design of asynchronous online learning environments. The [National Center for Online Learning Research \(NCOLR\)](#) currently endorses pedagogical models based on constructivist theories of learning (NCOLR, 2005).

¹ (Online instruction may be defined as any educational process in which Internet technology is used to facilitate a student's ability to access course content and activities, and to communicate--asynchronously or synchronously--with the instructor and other students.)

Appendix G (Effective Teaching Practices for Web-Enhanced, Online, Hybrid Classes)

Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes

The term “[pedagogy](#)” encompasses the approach, the methods and strategies, and the underlying epistemology of an approach to teaching. The skills, training, and commitment of the instructor are critical to the implementation of an effective online pedagogy. Online courses require different strategies to present content, interact with students, and assess course outcomes. Ultimately, the approach that will be used by an instructor depends on his or her personal philosophical beliefs about teaching and learning.

The group’s goal was to provide faculty with a roadmap that would help guide them through the major pedagogical issues in the process of course design and delivery that would be equally applicable in both a traditional classroom as well as in a fully Internet-based course.

It is our hope that the document that resulted will enhance teaching and learning in our system by helping faculty use WebCT Vista (and other online/Internet-based tools) to develop courses that are learner-focused, promote active learning, guided discovery, and the construction of new knowledge, and provide a variety of options that encourage reflection, interaction, and collaboration among students and faculty.

Applying the Effective Online Teaching Practices

- ☑ For more information about additional resources and training related to the ways in which you can learn to apply the principles and practices recommended in this document, contact your college's local Distance Learning Support Staff and Faculty Mentors:
http://www.commnet.edu/academics/webct/dl_staff.asp.
- ☑ For more information about WebCT Vista in the Connecticut Community Colleges, visit our WebCT Resources for Faculty website: www.commnet.edu/academics/webct.
- ☑ WebCT Vista Frequently Asked Questions:
<http://www.commnet.edu/academics/webct/faqs.asp>.
- ☑ This document available online at
http://www.commnet.edu/academics/webct/best_practices.asp.

This document was developed by the VISTA Teaching and Learning Workstream

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T&L Guidelines sub-committee

Kem Barfield, Kathy Cercone, Tobi Krutt, Donna Landerman, James Gentile, Alice Savage and Margi Winters.

Appendix G (Effective Teaching Practices for Web-Enhanced, Online, Hybrid Classes)

Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes

Outline of Effective Teaching Practices Guidelines

This document is organized within three main sections, each of which has two or more major subsections, as shown below.

I. COURSE DESIGN

- A. Course Objectives
- B. Pedagogical: Learning & Teaching Theory
- C. Class Management

II. STUDENT SERVICES

- A. Instructor informs students of available resources
- B. Instructor promotes ethical behavior

III. TECHNOLOGICAL ISSUES

- A. Student Use of Technology
- B. Course Management System (CMS) Tools
- C. Technological Support for Faculty
- D. Interface Design

REFERENCES

GLOSSARY OF TERMS

Appendix G (Effective Teaching Practices for Web-Enhanced, Online, Hybrid Class)

Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes

Each instructor should determine which of these recommended practices is appropriate to his or her discipline and teaching preferences. Additionally, each instructor should determine the extent to which these recommendations apply individually or collectively to the online component of the course.

I. COURSE DESIGN

A. Course Objectives

1. The learning objectives of the course are clearly stated and understandable to the student
2. A complete, clear course syllabus is available for review
3. The course is organized in coherent, sequential manner
4. Assignments are aligned with stated objectives/learning outcomes
5. Meaningful Assessments are created and provided
 - a. The type and quality of student assessments included are appropriate for the course and tied to course objectives
 - b. Students are provided an opportunity for [formative](#) assessment and feedback
 - c. Instructor feedback is more than a grade
 - d. Clear grading criteria are defined
 - e. Consistent feedback is given
 - f. Student assessments are external to the online learning environment where appropriate

B. Pedagogical: Learning and Teaching Theory

1. Instructor facilitates the learner's efforts in constructing and interpreting new knowledge ([Active learning](#))
 - a. Student engagement
 - (1) *Students are requested to introduce themselves to the class*
 - (2) *Discussions are learner focused*
 - (3) *Students have opportunities to make choices about course content or activities*
 - (4) *Cooperation between students is encouraged*
 - b. Course Facilitation
 - (1) *Moderate discussions*
 - (2) *Present content in a logical progression*
 - (3) *Make content available to students in manageable segments*
 - (4) [Scaffold](#) important information
 - (i) Provide a statement introducing students to the course and to the structure of the student learning

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- (ii) Create course assignments and projects that require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources
 - (iii) Provide students with [mental models \(schemas\)](#) to help organize material
- 2. Instructor integrates the diversity of students' needs and experiences into the learning process ([Constructive learning](#), prior knowledge)
 - a. Consider diverse learning styles
 - b. Consider prior experience and knowledge
 - c. Consider cultural diversity
- 3. Instructor encourages and develops higher-level [critical thinking \(Intentional learning\)](#)
 - a. Communicate high expectations
 - (1) Provide opportunities for students to work at the higher levels of *Bloom's taxonomy*: knowledge, comprehension, application, analysis, synthesis, and evaluation
 - b. Give students opportunities to engage in abstract thinking and critical reasoning
- 4. Instructor promotes [self-directed learning, guided discovery](#) and reflection ([Reflective learning](#))
 - a. Encourage personal autonomy
 - b. Provide opportunities for reflection ([metacognition](#))
 - c. Encourage self-assessment
 - d. Provide opportunities to identify topics, problems, cases and make informed judgments
- 5. Instructor facilitates learning through interactive, collaborative activities ([Collaborative learning](#))
 - a. Encourage learner cooperation
 - b. Develop varied collaborative activities: research and group projects; peer assessments
- 6. Instructor anchors instruction with authentic tasks situated in real-world contexts ([Contextual learning](#))
 - a. Create activities relevant to learners that allow learners to attach personal meaning to content
 - b. Create authentic activities that involved [problem-based](#) or case-based activities
 - c. Create simulations (virtual, role-play) that apply to real-world issues
- 7. Instructor promotes a conversational, social, [dialogical](#) process ([Conversational learning](#))
 - a. Incorporate social aspects to improve satisfaction, provide a realistic environment, present multiple viewpoints, and overcome anonymity

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- b. Develop varied opportunities for [interaction](#): student-student; student-instructor; student-content
- c. Ensure a sense of community
 - (1) *Create a safe environment*
 - (2) *Participate in discussions (and/or chats) and post a self-introduction*
 - (3) *Acknowledge learner contributions*
 - (4) *Moderate disagreements and group problems*
 - (5) *Provide separate communication opportunities for sharing non-course information*

C. Class Management

1. Post course materials online in advance so learners can plan
2. Assure that all learners are 'on board' at the beginning of the course
3. Provide clear and concise directions on how to navigate through the course
4. Convey changes and updates
5. Return learner calls/emails quickly to allow learners to progress
6. Refer problems to appropriate sources and follow up to ensure resolution
7. Have an alternate plan in case WebCT/Vista is unavailable
8. Make a course backup at the beginning and the end of the semester

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II. STUDENT SERVICES

A. Instructor informs students of available resources

1. Library
2. Technological support
3. Counseling services
4. Tutoring and learning support

B. Instructor promotes ethical behavior

1. Provide information on ethical use of resources
2. Explain issues of academic integrity and plagiarism

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III. TECHNOLOGICAL ISSUES

A. Student Use of Technology

1. Clearly state minimum technology requirements
2. Identify required level of technological literacy (e.g. downloading/uploading files; using attachments)
3. Contingency plans for downtime are created
4. Student connectivity issues are considered
5. Technologies required for this course are either provided or easily downloadable
6. The tools and media are compatible with existing standards of delivery modes
7. The course makes appropriate use of digitized audio and video, whether internal to the course or external via the Web or other media
 - a. [Streaming video](#), audio, [graphics](#), [podcasts](#), [SCORM](#)
 - b. Other tools outside Vista: [MUDS/MOOS/Blogs](#)

B. Course Management System (CMS) Tools

C. Technological Support for Faculty

1. Instructors should become familiar with local resources
2. Instructors should become familiar with system wide resources

D. Interface Design

1. Navigational choices
 - a. Build in intuitive navigational instructions and choices
 - b. Use good information design in course organization (e.g., chunking, sequencing, queuing of course components and written materials)
2. Americans with Disabilities Act ([ADA](#))
 - a. Provide equivalent alternatives to auditory and visual content
 - b. Show sensitivity to readability issues
 - c. Maintain a standard page layout and navigation method throughout the web site.
 - d. Use headings, lists, and consistent structure
 - e. Avoid the unnecessary use of icons, graphics and photographs
 - f. Include textual as well as graphical navigation aids

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- g. Provide meaningful and descriptive text for hyperlinks, don't use short hand, e.g. "click here"; instead of "Follow this link to our News Page". ([Assistive technology](#) devices, such as [screen readers](#) can search specifically for linked text; "click here" provides no indication of where the link will take them.) If documents are provided in a specialized format (e.g. [PDF](#) (Portable Document Format), etc.) provide the equivalent text in plain text or [HTML](#) format.
- h. If you link to an [audio](#) file, inform the user of the audio file format and file size in kilobytes

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Palloff, R. M., & Pratt, K. (1999). Building learning communities in cyberspace: Effective strategies for the online classroom. San Francisco, CA: Jossey-Bass, Inc.

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GLOSSARY OF TERMS

Active learning In traditional or pedagogical education, material to be learned is often transmitted to students by teachers. That is, learning is passive. In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills/knowledge to a much deeper level than passive learning. Related terms/concepts include: experiential learning, hands on learning.

Taken from: Herod, L. (2002). Adult learning from theory to practice. Retrieved March 15, 2006 from <http://www.nald.ca/adultlearningcourse/glossary.htm>

ADA (Americans with Disabilities Act) When Congress passed the Rehabilitation Act of 1973, it included Section 504 which forbade discrimination against persons with disabilities by programs and activities receiving federal financial assistance, which included virtually every institution of higher education, except the U.S. military academies and a few small religious schools. The Americans with Disabilities Act of 1990 (ADA) was patterned after Section 504. It requires that students with disabilities may not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination by any institution which is subject to the ADA. The ADA does not require that the institution receive federal financial assistance. A postsecondary institution must make reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in the institution's courses, programs and activities.

Retrieved March 16, 2006 from: NETAC Teacher Tipsheet was compiled by Jo Anne Simon, Attorney at Law, Brooklyn, New York. <http://www.netac.rit.edu/publication/tipsheet/ADA.html>

See also: Distance Education: Access Guidelines for Students with Disabilities August 1999 http://www.htctu.net/publications/guidelines/distance_ed/disted.htm
And Web Accessibility Initiative (WAI) <http://www.w3.org/WAI/>

Assistive technology Assistive technology is either software, hardware, or both which is designed to help individuals with disabilities be more independent. In general, the term is applied to technology, such as screen readers, designed to help individuals with vision disabilities but it can also be applied to tactile aides such as haptic devices and software.

Audio Audio refers to the sound component of multimedia content.

Blog A blog (web log) is web-based journal. It gives a chronological, usually daily, account of the author's interests, activities or life.

Bloom's Taxonomy Beginning in 1948, a group of educators, headed by Benjamin Bloom, undertook the task of classifying educational goals and objectives. The intent was to develop a classification system for three domains: the cognitive, the affective, and the psychomotor. Work on the cognitive domain was completed in 1956 and is commonly referred to as Bloom's Taxonomy of the Cognitive Domain (Bloom et al., 1956). It is a classification of thinking with six different levels, with each successive level increasing in complexity. The first three levels: Knowledge, Comprehension and Application are often referred to as lower level thinking, while the second three levels: Analysis, Synthesis and Evaluation are referred to as higher level thinking.

Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. Anderson and Krathwohl expanded the single dimension of the original taxonomy into a two-dimensional framework consisting of factual/conceptual knowledge

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and cognitive processes.

The revised taxonomy incorporates both the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process), allowing for the instructional designer to efficiently align objectives to assessment techniques.

For further information see: Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Also see: Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Definition based on information retrieved March 15, 2006 from:

<http://www.nexus.edu.au/teachstud/gat/morrison.htm>,

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>, and

<http://www.bena.com/ewinters/Bloom.html>.

Collaborative learning “A structured instructional interaction among two or more learners to achieve a learning goal or complete an assignment” (Clark & Mayer, 2003, p. 310).

Taken from: Clark, R. C., & Mayer, R. E. (2003). *E-learning and the science of instruction*. San Francisco, CA: John Wiley & Sons, Inc.

Constructive learning Learning based on the constructivist philosophy, which places emphasis on the active involvement of the learner as he or she constructs his or her own knowledge.

Constructivist Learning Theory Constructivist learning theory is based on the belief that individuals actively construct their own knowledge and their own understanding of the world based on past knowledge. Constructivists believe that the environment needs to be highly adaptive to the student, and they rely heavily on student initiative, allowing students to learn at their own speed. People then construct meaning by the way in which they make sense of their experiences as an internal cognitive activity (Alessi & Trollip, 2001). “Meaning is made by the individual and is dependent on the individual’s previous and current knowledge structure” (Merriam & Caffarella, 1999, p. 261). In constructivism, the brain not only finds slots to house the information entering it, but it must also process and interpret the information. This process may be conscious or unconscious, but it is the process through which learning occurs. This process of interpretation may also be referred to as metacognition or the process of thinking about thinking. (Taken from Cercone, 2006).

Contextual learning Occurs in close relationship with actual experience, allowing students to test academic theories through real-world applications.

Conversational learning The process by which learners construct meaning and new knowledge through discussion and social interaction.

Critical thinking Critical thinking includes the ability for a person to use his/her intelligence, knowledge and skills to question and carefully explore situations to arrive at thoughtful conclusions based on evidence and reason. A critical thinker is able to get past biases and view situations from different perspectives to ultimately improve his/her understanding of the world. According to Brookfield critical thinking includes reflecting on the assumptions underlying our actions, and considering new ways of looking at the world and living in it.

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Brookfield, Stephen D., (1989) *Developing Critical Thinkers - Challenging Adults to Explore Alternative Ways of Thinking and Acting*, Jossey Bass Publishers, San Francisco.

The *Critical Thinking Organization* has a lot of information about critical thinking with many references, <http://www.criticalthinking.org/>.

Dialogic instructional strategies Instructional strategies that promote discursive student activities (students are engaged in articulation, reflection, or collaboration or are exposed to multiple perspectives).

Taken from: Dabbagh, N., & Bannan-Ritland, B. (2005). *Online learning: Concepts, strategies, and application*. Upper Saddle River, NJ: Pearson Education, Inc.

Formative evaluation At its most basic, formative evaluation is an assessment of efforts prior to their completion for the purpose of improving the efforts. It is a technique that has become well developed in the education and training evaluation literature. [Michael Scriven, 1991) See also *Summative evaluation*.

Retrieved March 15, 2006 from:

http://www.beyondintractability.org/essay/formative_evaluation/

Graphics Graphics refers to images or pictures, particularly when displayed on web pages.

Guided discovery Guided Discovery is a method of instruction based on the Discovery Learning Theory. Discovery learning can be defined simply as a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the learner, making the student an active participant in his learning. Jerome S. Bruner is credited with first introducing discovery learning as a formal learning theory in 1960. One example of true discovery learning is the use of hypertext and hypermedia environments, such as the World Wide Web, that rely on learning by browsing.

Bruner, J.S. (1960) *The Process of Education*, Harvard University Press: Cambridge, MA.

Bruner, J.S. (1966) *Toward a Theory of Instruction*, Harvard University Press: Cambridge, MA.

Definition based on information taken from:

<http://www.npexplore.com/AboutExplore/about.cfm>

HTML (HyperText Markup Language) HTML is a language to specify the structure of documents for retrieval across the Internet using browser programs of the World Wide Web. An HTML file is a special kind of text document (with an HTM or HTML file extension) that presents both text and graphics in a Web browser (a software application, such as Internet Explorer or Netscape, that enables a user to display and interact with web pages on the World Wide Web or a local area network). HTML documents are often referred to as "Web pages". The browser retrieves Web pages from Web servers that, thanks to the Internet, can be pretty much anywhere in World.

Definition retrieved March 15, 2006 from: <http://www.ucc.ie/info/net/whatis.html> and <http://www.w3.org/MarkUp/Guide/>.

Intentional learning Three aspects of intentional learning are the (1) decision to engage in committed, persisted learning effort (self-motivation), (2) the ability to apply and manage strategic cognitive efforts to achieve goals (self-direction), and the (3) extent to which the learner takes responsibility for learning autonomously. Intentional learning depends on one's conception

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of knowledge, how to connect meaning and use that knowledge to act or create, and the learner's perception of the intended task, activity, or instructional situation. Intentional learners choose to be in charge of their learning. In an intentional learning environment, the teacher's role is to mentor or coach and the learner's role is to question, connect, reflect, and apply knowledge to create, act, and achieve.

Taken from: The Training Place. (2005). Intentional Learning. Retrieved March 15, 2006 from <http://www.trainingplace.com/il/>.

Interaction "Structured opportunities for the learner to engage with the content by responding to a question or taking an action to solve a problem" (Clark & Mayer, 2003, p. 315).

Metacognition "Awareness and control of one's cognitive processing, including setting goals, monitoring progress, and adjusting strategies as needed" (Clark & Mayer, 2003, p. 313). Metacognition is "knowledge of one's knowledge, processes, and cognitive and affective states; and the ability to consciously and deliberately monitor and regulate one's knowledge, processes, and cognitive and affective states." In more general terms, metacognition is the awareness of the acquisition of mental organization skills, and the ability to apply these organization and recognition skills.

What is basic to the concept of metacognition is the notion of thinking about one's own thoughts. Those thoughts can be of what one knows (i.e., metacognitive knowledge), what one is currently doing (i.e., metacognitive skill), or what one's current cognitive or affective state is (i.e., metacognitive experience). To differentiate metacognitive thinking from other kinds of thinking, it is necessary to consider the source of metacognitive thoughts: Metacognitive thoughts do not spring from a person's immediate external reality; rather, their source is tied to the person's own internal mental representations of that reality, which can include what one knows about that internal representation, how it works, and how one feels about it. Therefore, metacognition sometimes has been defined simply as thinking about thinking, cognition of cognition, or using Flavell's (1979) words, "knowledge and cognition about cognitive phenomena" (p. 906).

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906-911.

Definition based on information taken from:

<http://www.emstac.org/registered/topics/studyskills/metacognition.htm> and <http://www.psyc.memphis.edu/trg/meta.htm>.

Mental models Mental models are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action.

Taken from: Smith, M. K. (2001) 'Peter Senge and the learning organization', the encyclopedia of informal education. Retrieved March 14, 2006 from www.infed.org/thinkers/senge.htm

MOO A MOO (MUD Object Oriented) is a game, played online with various participants, in which each player takes control of a character and moves him through the game environment interacting with characters controlled by the other players. The MOO has the added feature that it allows users to make object oriented changes to the playing environment, i.e. to have a greater ability to make more rapid changes. The major functionality of MOOS is made possible by the MOO programming language.

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MUD MUD is an acronym for Multi User Dimension, Multi User Domain, or Multi User Dungeon. The acronym refers to a game, played online with various participants, in which each player takes control of a character and moves him through the game environment interacting with characters controlled by the other players. Although computer versions of MUDs date back to the late 1970s, the game is related to the Dungeons and Dragons games that have been played in various formats since the 1970s.

PDF A PDF (Portable Document Format) is special file format created by Adobe Systems Inc. Documents in this format can be distributed electronically across the web and on a variety of platforms all the while retaining their original look. With the use of Adobe's PDF reader program, documents originally created by any number of programs (word processors, spreadsheets, desktop publishing programs, etc.) appear on the screen exactly as they were meant to look, including the correct type fonts, graphics, etc.. PDF files can be viewed electronically or printed, and can usually be saved to the user's PC. Adobe's PDF reader is called Adobe Acrobat Reader and can be downloaded free of charge from Adobe's website,
<http://www.adobe.com/products/acrobat/readstep2.html>.

Definition (slightly adapted) taken from
http://www.medicine.arizona.edu/pubs/what_is_pdf.html

Pedagogy "It is the tools, activities, strategies, and decisions for a more interactive, engaging, collaborative and motivational learning environment" (C. J. Bonk, personal communication, February 12, 2005). Pedagogy relates to the teaching skills and strategies used by instructors to facilitate learning.

Podcasts A Podcast is a sound or video file distributed over the Internet. Although this kind of file is typically available to computers and a host of other devices that connect to the Internet, it owes its name and proliferation to the iPod, a portable device manufactured by Apple computer, which allows users to download and take with them various kinds of music, sound and audio files.

Problem-based learning PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources.

Definition taken from <http://www.udel.edu/pbl/>; (Barbara Duch bduch@udel.edu)

Reflective learning Consciously thinking about and analyzing what one has done, or is doing.

Scaffolding Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). "The zone of proximal development is the distance between what learner can do by themselves and the next learning that they can be helped to achieve with competent assistance." The scaffolding teaching strategy provides individualized support based on the learner's ZPD. In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a learner's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping

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the learner through the ZPD.

Adapted from Rachel Van Der Stuyf <http://condor.admin.ccny.cuny.edu/~group4/>

Schema Schemas (or schemata) are cognitive structures, rather like mental templates or 'frames', that represent a person's knowledge about objects, people or situations. Schemas are derived from prior experience and knowledge. (Chandler, D. 1997. Schema Theory and the Interpretation of Television Programmes. Retrieved on March 16, 2006 from <http://www.aber.ac.uk/media/Modules/TF33120/schematv.html>.

Screen Reader A screen reader is an application that can interpret text and other types of information shown on a computer screen. The output can either be speech or can feed to a device that produces Braille text. Blind and low vision computer users are able to take advantage of this assistive technology.

SCORM The Shareable Content Object Reference Model (SCORM) is an [XML](#)-based framework used to define and access information about learning objects so they can be easily shared among different learning management systems ([LMSs](#)). SCORM was developed in response to a United States Department of Defense (DoD) initiative to promote standardization in [e-learning](#).

Taken from http://searchwebservices.techtarget.com/sDefinition/0,,sid26_gci796793,00.html

Self-directed learning Self-directed learning has been described as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes (Knowles 1975). An estimated 70 percent of adult learning is self-directed learning (Cross 1981).

Adult educators have found that some adults are incapable of engaging in self-directed learning because they lack independence, confidence, or resources. Not all adults prefer the self-directed option, and even the adults who practice self-directed learning also engage in more formal educational experiences such as teacher-directed courses (Brookfield 1985).

Brookfield, S. "The Continuing Educator and Self-Directed Learning in the Community." In *Self-Directed Learning: From Theory to Practice*, edited by S. Brookfield. New Directions for Continuing Education No. 25. San Francisco: Jossey-Bass, 1985.

Cross, K. P. *Adults As Learners*. San Francisco: Jossey-Bass, 1981.

Knowles, M. *Self-Directed Learning: A Guide for Learners and Teachers*. New York: Association Press, 1975.

Definition based on information taken from <http://www.ntlf.com/html/lib/bib/89dig.htm>.

Streaming Video Streaming video is a sequence of "moving images" that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming media is streaming video with sound. With streaming video or streaming media, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media is sent in a continuous stream and is played as it arrives. The user needs a player, which is a special program that uncompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker's Web site.

Definition taken from <http://www.smarterbydesign.com/faq.html>.

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Summative evaluation Summative evaluation is designed to present conclusions about the merit or worth of an object and recommendations about whether it should be retained, altered, or eliminated. (Scriven, 1991) See also formative evaluation.

Scriven, M. (1991). *Evaluation thesaurus* (4th ed.) Beverly Hills, CA: Sage

Wiki A wiki is a web page that allows users to actively edit its content within a prescribed format. Wiki is from the Hawaiian word “wiki” which means fast. In general, one user can post information to a web page and other users can make subsequent changes. Because of their rapid growth and potentially frequent changes, it can be difficult to maintain the veracity of the content of wikis.

“Is Wikipedia legit” (<http://www.thecrimson.com/article.aspx?ref=512172>)

“Wikipedia exec defends process”

(http://www.rockymountainnews.com/drmn/tech/article/0,2777,DRMN_23910_4513833,00.html)

“Is Wikipedia error prone?”

(<http://www.deccanherald.com/deccanherald/mar12006/cyberspace1543232006228.asp>)

“Educators warn of errors in Wikipedia”

(<http://www.charleston.net/stories/?newsID=73215§ion=ink>)

Appendix H (*iTeach Essentials*)

The screenshot displays the Blackboard Learning System interface within a Windows Internet Explorer browser. The browser's address bar shows the URL: <http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct>. The page title is "Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College".

The main content area is titled "iTeach Essentials - iTeach Essentials for Demo". It features a navigation menu on the left with sections like "Course Tools" (including Course Content, Announcements, Chat, Goals, Learning Modules, Mail, Roster, Search, Syllabus, 24/7 Tech Support, Web Links, and Who's Online) and "My Tools" (including My Grades, My Files, My Progress, and Notes). The main content area displays the "iTeach Essentials" logo and a welcome message: "Welcome to the newest addition to our faculty training curricula! This class will provide faculty with the opportunity to explore the ways in which pedagogy and technology can be combined to help them design and teach web-enhanced, hybrid, and online courses."

Below the welcome message, there are three columns of links and text:

- Welcome!**
[Let's Get Started](#)
CLICK HERE FIRST! This module will help you navigate, introduce the syllabus, introduce your instructor(s), and provide you with support info, and more! Use the "table of contents" in the left frame, and click down the links from top to bottom. Click on the + and - ...[more](#)
- Let's Go!**
[Course Modules](#)
This folder contains the weekly instructional modules with links to course readings, assignments, quizzes, and discussions. Note: You will be expected to complete various "hands-on" technical assignments in a practice section that will be assigned to you. The practi...[more](#)
- FAQs**
[Frequently Asked Questions](#)
This searchable HTML document includes answers to commonly asked questions, and will be updated regularly as new questions arise. Please check here first before posting or emailing a question.

At the bottom of the page, there is a disclaimer: "This course and all materials relating thereto (with the exception of those used by permission of others) are the property of the Connecticut Community Colleges. They may not be reproduced or transmitted in any form or by any means, electronic or otherwise, without prior written permission of the CCCs." The Connecticut Community Colleges logo is also visible in the bottom right corner.

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Build Teach **Student View**

iTeach Essentials - iTeach Essentials for Demo

Accessibility | Help

Your location: [Home Page](#) > [Let's Get Started](#) > [Interactive syllabus](#) > [Course Overview](#)

Course Overview

The goal of this course is to familiarize members of the faculty (both permanent and adjunct) with various instructional design elements, as well as some technical elements involved in facilitating an asynchronous online course. Ultimately, the learner should be able to apply the concepts learned to the course that he or she plans on teaching online.

This course is primarily designed for those who have little or no experience teaching online. However, teachers who have some experience teaching online may still wish to take the course to review best practices. The course is based on the constructivist model of learning. The information is presented in a way that even those without an instructional design background will find it useful. The course is scheduled to be 9 weeks long. The amount of time you spend on the course each week will vary depending your previous experience with Bb Vista and online teaching. Participants have reported spending 5-9 hours per week on the course.

The information presented in this class is based on current research and distance learning theory. Because this is an 9-week introductory training course rather than a graduate level course, we have summarized much of the research rather than presenting it in full. However, the references and resources for most of the summaries are generally included for those who wish to learn more.

The course content is divided into 8 instructional modules plus a final "reflective" module. You will have approximately 9 days to complete each module (so you have two weekends for each one). Each module contains an introduction, list of the objectives, required reading corner, discussion, an activity(ies) to apply what you've learned, best practices and resources and reflective journal where you can record your thoughts and observations on the week's activities. Some modules also include Test Yourself sections. The links for all these items are listed in the Table of Contents in the left frame of your screen in each learning module. You may adjust the size of the TOC frame by holding your mouse over the right side of the TOC frame until you see a doubleheaded arrow. Click on the arrow and drag the side of the frame to the desired width.

6 Interactive syllabus

- 6.1 Course Overview
- 6.2 iTeach Course Objectives
- 6.3 Course Policies & Grading
- 6.4 iTeach Assignments Schedule and Grading Rubrics--Fall 2009
- 6.5 Module Objectives
 - 6.5.1 Module 1
 - 6.5.2 Module 2
 - 6.5.3 Module 3
 - 6.5.4 Module 4
 - 6.5.5 Module 5
 - 6.5.6 Module 6
 - 6.5.7 Module 7
 - 6.5.8 Module 8
 - 6.5.9 Module 9
- 7 Resources
- 8 iTeach Essentials Contributors

Start | In... | R... | ne... | C... | Un... | Te... | O... | Pr... | Bl... | IT... | 1:01 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Build Teach **Student View**

iTeach Essentials - iTeach Essentials for Demo

Accessibility | Help

Your location: [Home Page](#) > **Course Modules**


ITeach Essentials

This folder contains links to all of the learning modules in this course. Each week additional modules are automatically released. *No modules are visible to students until the Start Date of the course.*




[Module 1: On ground Vs. Online Learning](#)

This module begins the iTeach course. We'll explore the differences between online and on ground learning and discuss what it takes to be a successful online instructor.



[Module 2: Developing and Using Learning Objectives in Your Course](#)

This module introduces the idea of learning objectives. Learning Objectives provide the foundation for the course. Topics which are covered are: types of learning objectives, the



[Module 3: Structure and Organization of Content](#)

In this module, we will discuss how you can design and organize your course content in a way that will be exciting and engaging to your learners. We will explore how the structure and organization of a

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http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

iTeach Essentials - iTeach Essentials for Demo

Course Tools

- Course Content
- Announcements
- Chat
- Goals
- Learning Modules
- Mail
- Roster
- Search
- Syllabus
- 24/7 Tech Support
- Web Links
- Who's Online

My Tools

- My Grades
- My Files
- My Progress
- Notes



[Module 4: Communication & Interaction](#)

This module provides information and examples of various ways that you can increase student-student, student-faculty, and student-content interaction online. The module also reviews what should be done when course interaction or communication is problematic.



[Module 5: Cooperative, Collaborative and Team Learning](#)

This module introduces best practices of collaborative/team learning, and online tools for collaboration.



[Module 6: Team Projects](#)

The teams work on the development of their collaborative group project from Module 5, as well as using other tools.



[Module 7: Motivation and Goal-setting](#)

This module will focus on the role



[Module 8: Assessment in an Online Environment](#)

In this module, we will focus on how



[Module 9: Reflecting on Your Learning](#)

You will write a reflective paper

Internet 100%

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Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

iTeach Essentials - iTeach Essentials for Demo


Course Tools

- Course Content
- Announcements
- Chat
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- Mail
- Roster
- Search
- Syllabus
- 24/7 Tech Support
- Web Links
- Who's Online


My Tools

- My Grades
- My Files
- My Progress
- Notes


interaction online. The module also reviews what should be done when course interaction or communication is problematic.



Module 7: Motivation and Goal-setting
This module will focus on the role of motivation, and goal-setting in your online course, and addresses the concepts of scaffolding and deliberate practice, the use of games, and student contracts.



Module 8: Assessment in an Online Environment
In this module, we will focus on how we can assess our students in an online environment. Key points will include: Best practices of assessment (from the student point of view), authentic assessments, and rubrics.



Module 9: Reflecting on Your Learning
You will write a reflective paper about what you have learned in iTeach and have the opportunity to review and practice material from the previous modules.

Internet 100%

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Learning Module - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc1270970772131.tp1271076345131/studentViewtoc.dowebct?TOCID=127107

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System Learning Module

Table of Contents for
**Module 3
Structure and
Organization of
Content**

- 1 Intro to Module 3
- 2 What Are We Going to Learn?
- 3 Mod 3 Grading Rubric
- 4 Course Questions & General Discussion
- 5 Reading Corner
- 6 Let's Talk About It
- 7 Apply What You've Learned
- 8 Resources and Best Practices
- 9 Mod3 Reflective Journal
- 10 Mod3 Muddiest Point Journal

Introduction to Module 3: Structure and Organization of Content

"Perfection is not achieved when there is nothing left to add, but when nothing remains to be taken away."
- Antoine de Saint-Exupery

In module 2, we learned about what objectives are and how to write objectives that are specific, measurable, attainable and time bound. From a learning perspective, information processing (i.e., the way in which humans receive, encode, store, and retrieve information) can provide insights into a variety of instructional strategies and methods by which educators can stimulate, enhance, and support the construction of new knowledge in learners.

In this module, we will discuss ways that you can organize your course content in a way that will be comprehensible as well as engaging to your learners. We will explore how the structure and organization of a course facilitates learning or hinders it. You will be asked to reflect on the ways in which the process of "designing" a course contributes to the shift from a directive to a facilitative role in the online environment.

Also, as Saint-Exupery expressed so eloquently, **more** is not always **better**. As you will see in the various guidelines included in this module related to course design and page layout, sometimes too much information, too many graphics, too many links, etc. can interfere with and impede student learning. The information in this module will help you make better decisions about what to keep and what to cut.

We will discuss the following concepts:

- Chunking and Sequencing Content for Online Presentation: Developing or migrating a course to an online format often requires rethinking and re-organizing the course content and lessons into manageable chunks, re-sequencing information, providing introductory, intermediary, and concluding summaries, etc.
- Designing and Developing Course Components: The design of online content can be enhanced through knowledge of principles related to layout, typography, spacing, visual cues, multimedia learning, and cognitive load.
- Accessibility: Making a course more accessible for all students, including those with physical or learning disabilities, by incorporating Universal Design principles.

Be sure to click on the plus signs (next to each topic in the table of contents) to expand that topic and see all the content.

Done

Internet 100%

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Learning Module - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc1270970772131.tp1271076345131/studentViewtoc.dowebct?TOCID=127106

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System Learning Module

Table of Contents for
**Module 7
Motivation & Goal-Setting**

- 1 Introduction to Module 7
- 2 What Are We Going to Learn in Module 7?
- 3 Module 7 Grading Rubric
- 4 Course Questions & General Discussion
- 5 Reading Corner
- 6 Let's Talk About It
 - 6.1 Strategies for Motivating and Engaging Learners
- 7 Test Your Knowledge
 - 7.1 Mod7 self-test Test Your Knowledge
- 8 Apply What You've Learned
- 9 Resources and Best Practices
- 10 Mod7 Reflective Journal
- 11 Mod7 Muddiest Point Journal

Module Introduction: Motivation & Goal-Setting Overview

"You got to be careful if you don't know where you're going, because you might not get there."
-- Yogi Berra

This module will focus on the role of motivation, and goal setting in course design and activities.

To navigate through this module, click on the next link in the table of contents. **Be sure to click on the plus signs (next to each topic in the table of contents) to expand that topic and see all the content.**

There are several ways to motivate student learning.

For example **"instructional scaffolding"** will be explored. Scaffolding can help you build a support system in your course that will help your students gradually develop mastery in areas where they lack the basic competencies, self-efficacy, or meta-cognitive skills.

We'll also explore the link between "deliberate practice" and scaffolding. Another way to motivate and engage students is through the use of "Authentic Tasks and Assessments," which will be discussed in Module 7. These are tasks that have a real world relevance and encourage students to use various skill sets to complete a relevant task as part of their course work

The concept of using games and simulations to teach content is also introduced in this module. Often educational games and simulations are more engaging for the online learner than traditional methods of instruction.

Additionally, this section explores the relationship between goal setting and student contracts. We provide examples of the contracts that an instructor in our system uses to help her students set goals, and understand the commitments of both student and instructor in her courses.

Done

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Learning Module - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc1270970772131.tp1271076345131/previewtoc.dowebct?updateBreadcrumbs

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System Learning Module

Table of Contents for
**Module 8
Assessment in an
Online
Environment**

- 1 Introduction to Module 8
- 2 What Are We Going to Learn in Module 8?
- 3 Rubric for Module 8
- 4 Course Questions & General Discussion
- 5 Reading Corner
- 6 Let's Talk About It
 - 6.1 mod8_disc_Assessment and Rubrics Discussion
- 7 Apply What You've Learned
- 8 Resources and Best Practices
- 9 Mod8 Reflective Journal
- 10 Mod8 Muddiest Point Journal

What Are We Going to Learn in Module 8?

Upon completion of this module, you will be able to:

- Develop a policy regarding assessment that will work for both you and the student.
- Define "authentic assessment" and determine if it is right for your class.
- Implement ideas to reduce cheating in an online course.
- Consider using the "muddiest point" approach for continuous improvement of your courses.
- Define a rubric and identify the benefits of using one.
- Describe the 1,000 point grading system.

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Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

iTeach Essentials - iTeach Essentials for Demo

Course Tools

- Course Content
- Announcements
- Chat
- Goals**
- Learning Modules
- Mail
- Roster
- Search
- Syllabus
- 24/7 Tech Support
- Web Links
- Who's Online

My Tools

- My Grades
- My Files
- My Progress
- Notes

Your location: **Goals**

Goals

- Online versus On-ground courses**
You will be able to identify the differences and similarities between an online course and an on-ground course.
- Facilitate communication & interaction**
You will be able to use various tools and techniques to ensure an appropriate level of communication and interaction in a fully online environment.
- Facilitate learner motivation and goal-setting**
You will be able to utilize tools and techniques that will allow your learners to meet their goals and be motivated to learn.
- Objectives**
You will be able to write objectives for your course and associate those objectives with course content and assessments.
- Course Design & Organization**
You will be able to create a course organizational structure that will facilitate learning, and apply best practices of visual communication and information design to the development of your course content.
- Identify relevant assessments, content, and activities**
You will be able to identify and create the appropriate assessments, content, and activities that should be included in your online course to help your learners meet the stated course objectives.
- Promote collaborative learning**
You will be able to promote collaborative learning within your course.
- Design and deliver assessments and rubrics relevant to online learning**
You will be able to identify appropriate assessments and rubrics to measure your students' learning in an online

Start | In... | R... | ne... | C... | Un... | Te... | O... | Pr... | Bl... | IT... | 12:59 PM

Appendix I (Blackboard Student Orientation)

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

MACC_110202 - Blackboard Vista Student Orientation

Course Tools

- Course Content
- Announcements
- Calendar
- Learning Modules
- Search
- Web Links

Your location: **Home Page**

Welcome to the MCC Blackboard Vista Student Orientation!

Welcome to Manchester Community College

[About Blackboard Vista](#)
Information and technical support

[Login Information](#)
NetID, myCommNet, Blackboard Vista

[Services for Students with Disabilities](#)

[Academic Support Center Webpage](#)

[MCC Open Computer Lab](#)
lab location
hours
about the printing system

[Other Campus Resources](#)

Internet 100%

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Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach Student View

MACC_110202 - Blackboard Vista Student Orientation

Your location: Home Page > Services for Students with Disabilities

Course Tools

- Course Content
- Announcements
- Calendar
- Learning Modules
- Search
- Web Links

Services for Students with Disabilities

Policies and Procedures Manual for Students with Disabilities (PDF)

Educational Aides Agreement (Acrobat PDF)

Educational Aides Agreement (Word .doc)

MANCHESTER COMMUNITY COLLEGE

Manchester Community College
Great Path
Manchester, CT 06045
Phone: 860-512-3000

Start | I... R... n... C... U... T... S... O... P... Bl... D... Internet 100% 12:38 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help


Build Teach **Student View**


MACC_110202 - Blackboard Vista Student Orientation


Course Tools


- Course Content
- Announcements
- Calendar
- Learning Modules
- Search
- Web Links


Your location: [Home Page](#) > **About Blackboard Vista**


 [Student Blackboard Vista Orientation](#)
This learning module walks you through Blackboard Vista tools

 [Technical support](#)

 [Blackboard Browser Check](#)
Use this tool to see if your browser is configured correctly to use Blackboard.

 [Multimedia tutorials](#)
IITT website shows you how to use many Blackboard Vista tools

 [Blackboard Vista Student Troubleshooting Wiki](#)
This wiki has lots of good information about Blackboard.


Manchester Community College
Great Path
Manchester, CT 06045
Phone: 860-512-3000

Start | Internet | 100% | 12:38 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach Student View

MACC_110202 - Blackboard Vista Student Orientation

Course Tools

- Course Content
- Announcements
- Calendar
- Learning Modules
- Search
- Web Links


Your location: Home Page > Login Information

[Technical Support](#)

[Blackboard Vista resources](#)

[myCommNet brochure \(PDF\)](#)

[Succeeding with Technology at MCC](#)
Technology guide for MCC



Manchester Community College
Great Path
Manchester, CT 06045
Phone: 860-512-3000

Done

Start I... R... n... C... U... T... S... O... P... Bl... D... Internet 100% 12:40 PM

Appendix J (Information Literacy Blackboard Shell)

The screenshot shows a Windows Internet Explorer browser window displaying the Blackboard Learning System interface. The browser's address bar shows the URL: <http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct>. The page header includes the Connecticut Community Colleges logo and the course title: "CollegeLibrary - College Research - Using the MCC Library - Spring 2010". Below the header, there are tabs for "Build", "Teach", and "Student View". The main content area, titled "Your location: Home Page", features the Manchester Community College logo and the MCC Library logo with the tagline "More than books." The central text reads: "Welcome to this course: College Research - Using the MCC Library". Below this text, there are two sections: "Getting Started" with a folder icon and the text "This section will help you learn how to navigate through this course.", and "Using the MCC Library" with a backpack icon and the text "This learning module contains everything you need to learn to use the MCC Library efficiently and effectively." The browser's taskbar at the bottom shows various application icons and the system clock indicating 12:45 PM.

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

CollegeLibrary - College Research - Using the MCC Library - Spring 2010

Your location: [Home Page](#) > [Using the MCC Library](#) > **Library introduction**

for Using the MCC Library

- 1 Library introduction
- 2 Objectives
- 3 Pretest
- 4 Check out the MCC Library Brochure
- 5 Introduction to Video
 - 5.1 Introduction to the MCC Library
- 6 Getting an MCC Library Card
- 7 Finding Info from Home
- 8 Assignment Go to Library
- 9 Review the handouts
- 10 Do You Know the Differences Between a Scholarly Journal and a Magazine?
- 11 Review What You've Learned
- 12 Posttest
- 13 Additional Resource: MCC Library Subject Guides

Introducing the MCC Library

Click the *flash cards* to learn more about how you can use the MCC Library?

Done

Start | In... | R... | ne... | C... | Un... | Te... | Su... | O... | Pr... | Bl... | Internet | 100% | 12:44 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**


CollegeLibrary - College Research - Using the MCC Library - Spring 2010

Your location: [Home Page](#) > [Using the MCC Library](#) > **Review What You've Learned**

Refresh Yourself On What You've Learned

To refresh your knowledge, view another toe-tapping video. Click the forward arrow under the video to start the video.

Video Tutorials



for Using the MCC Library

- 1 Library introduction
- 2 Objectives
- 3 Pretest
- 4 Check out the MCC Library Brochure
- 5 Introduction to Video
 - 5.1 Introduction to the MCC Library
- 6 Getting an MCC Library Card
- 7 Finding Info from Home
- 8 Assignment: Go to Library
- 9 Review the handouts
- 10 Do You Know the Differences Between a Scholarly Journal and a Magazine?
- 11 Review What You've Learned
- 12 Posttest
- 13 Additional Resource: MCC Library Subject Guides

Done

Start | I... | R... | n... | C... | U... | T... | S... | O... | P... | Bl... | D... | Internet | 100% | 12:46 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning Syst... Home - Welcome to Manches...

Connecticut Community Colleges

Accessibility | Help

Build Teach **Student View**

CollegeLibrary - College Research - Using the MCC Library - Spring 2010

Your location: Home Page > Using the MCC Library > Posttest > Posttest

Posttest

Description

Test your knowledge on what you've learned in this course. Please note, there are no grades assigned for you in this course, but the assessments are in place to help us and help you determine if you know more now than you did when you started this course.

Available starting: March 19, 2009 10:47 PM

Available until: Unlimited

Duration: 1 Hour(s)

Note: your completion time is measured from when you click **Begin Assessment** to when you click **Finish**.

Question delivery: All at once

Note: questions can be answered in any order. You can revisit questions after you have answered them.

Attempts allowed: 1

Attempts completed: 0

Grade: -/110

[Begin Assessment](#) [Instructions and Troubleshooting](#)

for Using the MCC Library

- 1 Library introduction
- 2 Objectives
- 3 Pretest
- 4 Check out the MCC Library Brochure
- 5 Introduction to Video
 - 5.1 Introduction to the MCC Library
- 6 Getting an MCC Library Card
- 7 Finding Info from Home
- 8 Assignment: Go to Library
- 9 Review the handouts
- 10 Do You Know the Differences Between a Scholarly Journal and a Magazine?
- 11 Review What You've Learned
- 12 Posttest
- 13 Additional Resource: MCC Library Subject Guides

Start | I... R... n... C... U... T... S... O... P... Bl... D... 12:47 PM

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

Connecticut Community Colleges

Accessibility | Help

Build Teach Student View

CollegeLibrary - College Research - Using the MCC Library - Spring 2010

Your location: Home Page > Using the MCC Library > Review the handouts > **MLA 09 works cited**

6 Getting an MCC Library Card
7 Finding Info from Home
7.1 Finding Information from Home Video
8 Assignment Go to Library
9 Review the handouts
9.1 MLA 09 works cited
9.2 MLA 09 parenthetical
9.3 APA - 2010
9.4 Vancouver Format Citations
9.5 Evaluating WWW Sites
9.6 Evaluating Web Sites Activity
10 Do You Know the Differences Between a Scholarly Journal and a Magazine?
11 Review What You've Learned
12 Posttest
13 Additional Resource: MCC Library Subject Guides

MCC Library
More than books.

**Preparing a Works Cited Page
MLA Format – Sample Citations**

The list of works cited at the end of your research paper is an acknowledgment of the sources of information you used. Sources of information might include books, magazine

Start | I... R... n... C... U... T... S... O... P... Bl... D... 12:48 PM

Appendix K (Blackboard Orientation for Faculty)

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Sign in

Blackboard Learning System

My Blackboard | Accessibility | Help | Log out

Connecticut Community Colleges

Blackboard Vista Faculty Training and Resources - Spring 2010

Course Tools


- Course Content
- Announcements
- Discussions
- Learning Modules
- Web Links
- Who's Online

My Tools


- My Files

Blackboard Vista Orientation & Faculty Resources


This resource course provides Connecticut Community Colleges faculty and staff with "one-stop shopping" for all Vista documentation, multimedia tutorials, and troubleshooting information, plus a wide variety of teaching resources to support good online pedagogy.




Blackboard Vista Training Manuals & Resources
Comprehensive licensed and customized training manuals, docs, videos, etc.




Teaching Strategies & Resources
Course design guidelines and resources, online assessment and communication strategies, rubrics, and more.




Blackboard Vista Known Issues & Troubleshooting Wiki
Find info on known issues & workarounds for Bb Vista tools, browser, java, etc.



Tech Support and College-Specific Resources for Faculty
Links to local college-specific information and/or training,



Supplemental Applications & Downloads
Here you will find info and downloads for various assessment-creation and



Faculty Idea-Sharing Discussion
Post ideas to help other other instructors enhance online teaching and learning!

Blackboard Learning System - Windows Internet Explorer provided by Manchester Community College

http://mycommnet.blackboard.com/webct/urw/lc20832.tp0/cobaltMainFrame.dowebct

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Connecticut Community Colleges

Blackboard Vista Faculty Training and Resources - Spring 2010

Your location: Home Page > Teaching Strategies & Resources

Connecticut Community Colleges

Online Teaching: Resources for Faculty

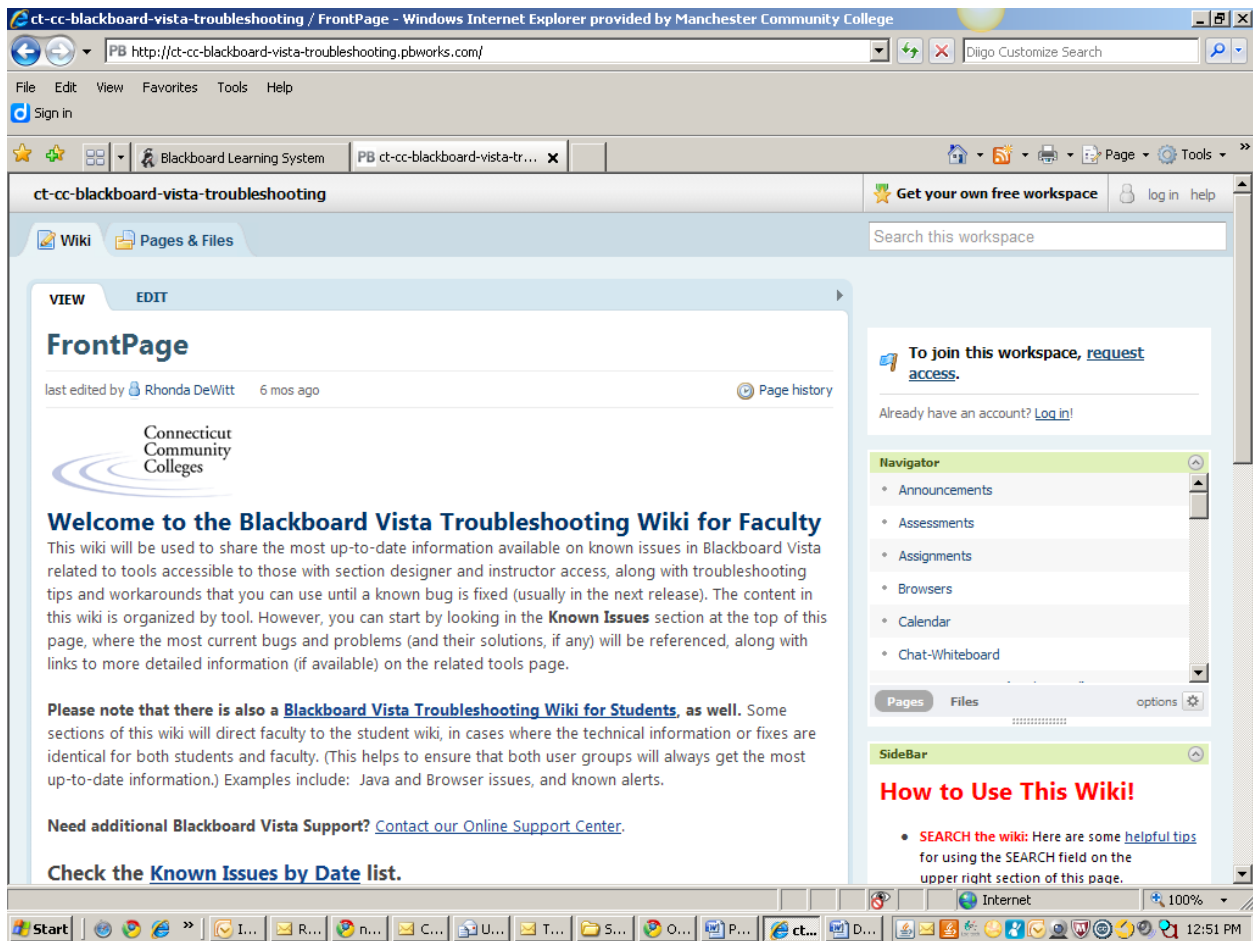
The links on this page lead to various resources (documents or websites) that your peers throughout the system have either created or suggested. These are resources that can help faculty who are teaching in an online environment to create engaging online activities, help set student goals or provide feedback or assessments, help improve interaction, etc. If you have ideas or resources to contribute, or would like to see other types of resources added, please contact [Tobi Krutt](#) in the System Office.

- [Best Practices of Online Teaching](#)
- [Developing & Designing Your Syllabus & Course Content](#)
- [Assessment Issues & Strategies](#)
- [Interaction, Collaboration, & Community](#)
- [Helping Students Develop Expertise: Goal Setting, Motivation, Practice, and Feedback](#)
- [Universal Design and ADA Compliance](#)

Questions? Send an email to Tobi Krutt, tkrutt@commnet.edu, Manager of Technological Tools & Training in the System Office.

Done

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Connecticut Community Colleges


Supplemental Application Resources

There are a number of applications that faculty use in conjunction with Vista, such as software that can be used to import test banks from publisher websites, and then export the test bank data to Vista. Other free applications or websites can provide faculty with other tools that will help with the creation of online course content, as well.




[Browsers, Plug-ins, Players, and Viewers](#)

Here you will find links to supported web browsers that work with Bb Vista, as well as 'helper applications' that are commonly used to enable students to view various types of documents and media.



[PDF creation](#)

Want to know how to create PDF files? Check out these resources...



[Assessment creation applications](#)

Find out how you can access and use publisher-supplied test banks in your Blackboard Vista courses.

Questions? Send an email to Tobl Krutt, tkrutt@commnet.edu. Manager of Technological Tools & Training in the System Office.

Done

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Appendix L (Online Courses)

Term	CRN	Subj	Crse_Nr	Title	Instructional Method
109102	10933	ACC	B115	Financial Accounting	ONLN
109102	10934	ACC	B118	Managerial Accounting	ONLN
109102	10747	ACC	B290	Coop Ed/Work Exp	ONLN
109102	11022	ART	B292	Cooperative Education	ONLN
109102	11515	AST	B101	Principles of Astronomy	ONLN
104302	30572	BBG	B295	Co-op Work Experience I	ONLN
108302	30949	BES	B218	Entrepreneurship	ONLN
108102	10882	BES	B118	Small Business Management	ONLN
		BIO	B120	Immunity and Human Disease	ONLN
		BIO	B109	Principles of Biotechnology	ONLN
		BIO	B111	Introduction to Nutrition	ONLN
		BBG	B101	Introduction to Business	ONLN
		BBG	B234	Legal Environment of Business	ONLN
		BBG	B295	Wo-op Work Experience I	ONLN
109102	10851	BMG	B202	Principles of Management	ONLN
109102	10356	BMG	B204	Managerial Communication	ONLN
109102	10955	BMG	B210	Organizational Behavior	ONLN
105302	30600	BMG	B101	Intro to Management	ONLN
109102	10758	BMK	B201	Principles of Marketing	ONLN
		BOT	B112	Keyboarding for Info Pro II	ONLN
109102	10521	BOT	B180	Medical Terminology	ONLN
109102	11014	BOT	B253	The Virtual Assistant	ONLN
109102	11013	BOT	B289	Practical Pharmacology	ONLN
109102	10400	BOT	B296	Coop Work Experience	ONLN
108102	11424	BOT	B289	Practical Pharmacology	ONLN
108302	30767	CAD	B110	Introduction to CAD	ONLN
		CJS	B102	Intro to Corrections	ONLN
		CJS	B101	Intro to Criminal Justice	ONLN
108102	10905	CJS	B293	CJ Co-op Work Experience	ONLN
109102	10392	COM	B101	Intro to Mass Communication	ONLN
		COM	B296	Internship II	ONLN
109102	10458	COM	B295	Internship I	ONLN
109102	10036	CSC	B101	Intro to Computers	ONLN
109102	10975	CSC	B215	OOP with C++	ONLN
108102	10411	CSC	B295	Coop Ed/Work Experience	ONLN
109102	11385	CST	B201	Introduction to MIS	ONLN
108302	30886	CST	B150	Web Design & Development I	ONLN
108102	10937	CST	B110	Intro to Info Technology	ONLN
		ECN	B102	Principles of Microeconomics	ONLN
109102	10948	ECN	B101	Principles of Macroeconomics	ONLN
109102	10858	EGR	B101	Engineering Experience	ONLN
109102	10995	ENG	B101	Composition	ONLN
109102	10842	ENG	B110	Introduction to Literature	ONLN
109102	10094	ENG	B246	Modern Western Literature	ONLN
108102	12052	ENG	B110	Honors Intro to Literature	ONLN
108102	10820	ENG	B202	Technical Writing	ONLN

Appendix L (Online Courses)

108302	30355	HIS	B201	U.S. History I	ONLN
108302	31707	HIS	B202	U.S. History II	ONLN
		HSE	B134	Intro to Mental Health System	ONLN
109102	10449	HLT	B295	Allied Health Coop Work Exper	ONLN
109102	10179	LGL	B270	Coop Ed Work Experience	ONLN
108302	30898	LGL	B104	Real Estate Practice	ONLN
		MAT	B146	Math for the Liberal Arts	ONLN
109102	11339	MAT	B109	Quantitative Literacy	OLCR
109102	11363	POL	B102	Intro to Comparative Politics	ONLN
109102	10966	POL	B111	American Government	ONLN
109102	11377	PSY	B111	General Psychology I	ONLN
109102	10956	PSY	B247	Indust & Orgzational Psych	ONLN
108302	30959	PSY	B111	General Psychology I	ONLN
108102	10144	QM	B110	Quantitative Methods	ONLN
109102	11374	SD	B103	Introduction to Information	ONLN
109102	10696	SOC	B101	Principles of Sociology	ONLN
109102	11050	SOC	B220	Racial & Ethnic Diversity	ONLN
108302	30847	SOC	B210	Sociology of the Family	ONLN
108302	30791	SSC	B220	Computers' Impact on Society	ONLN
108302	30437	SSC	B294	Coop Education/Work Experience	ONLN

TABLE 1. Program and Certificate Description

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On- Line
Accounting	A	1965	67	38
Accounting and Business Administration	A	1984	64	42
Business Administration Career	A	1965	63	46
Communication	A	1976	60	34
Criminal Justice	A	1968	60	36
Entrepreneurship Option, Business Administration Career	A	2007	62	49
General Studies	A	1987/2005*	60	54
Journalism Option, Communications	A	1995	60	37
Liberal Arts & Science	A	1965	62	39
Marketing	A	1965	63	41
Music Studies	A	2008	61	31
Paralegal	A	1977	63	35
Speech-Language Pathology Assistant Option, Disability Specialist	A	2007	60	31
Technology Management Option	A	2009	66	35
Entrepreneurship /Small Business	C	2007	19	19
Marketing	C	1987	24	19
Social Service	C	1983	30	18
Technology Management	C	2009	17	13

Insert additional rows for more programs, if needed.

*2005 is the first year during which 50% or more of the Courses in General Studies could be taken online. MCC has offered the A.S. in General Studies since 1967. Other dates are the date of program approval.

Definitions:

- Initiation date – source: MCC program documentation
- Credits required – source: MCC catalog
- Online credits – source: MCC online offerings from Fall 2004 through Spring 2010

INSTITUTION: Manchester Community College (Connecticut)

TABLE 2. Students

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Accounting A.S.	92	9	89	8	0	0	8
Accounting & Business Administration Transfer A.S.	365	47	354	48	0	0	48
Business Administration Career, A.S.	223	20	212	41	0	0	41
Communication, A.S.	88	12	86	10	0	0	10
Criminal Justice, A.S.	485	35	482	36	0	0	36
Entrepreneurship Option Business Administration career, A.S.	24	0	24	5	0	0	5
General Studies	1545	145	1507	131	0	0	131
Journalism Option, Communications, A.S.	34	3	34	1	0	0	1
Liberal Arts and Science, A.A., A.S.	433	33	427	51	0	0	51
Marketing, A.S.	50	3	49	8	0	0	8
Music Studies, A.A.	26	2	26	1	0	0	1
Paralegal, A.S.	94	17	92	10	0	0	10
Speech-Language Pathology Assistant Option, Disability Specialist, A.S.	15	1	15	0	0	0	0
Entrepreneurship / Small Business	1	0	1	0	0	0	0
Marketing	2	0	2	0	0	0	
Social Services	11	1	11	2	0	0	2
Technology Management	0	0	0	0	0	0	0
TOTAL	3488	328	3411	352	0	0	352

Insert additional rows for more programs, if needed.

***Students enrolled in programs described in this table.**

Definitions:

- Matriculated students - Counting students with declared major in specified program row (Sp10 ST)
- Completers – earned degree or certificate in Sp10
- Courses onground – count of students with declared major who registered for at least one onground course
- Courses online – count of students with declared major who registered for at least one online course

INSTITUTION: Manchester Community College (Connecticut)

TABLE 3. Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program		Ph.D or Equivalent	Masters or Equivalent
	FT in Program*	PT in Program					
Accounting A.S.	0	6	3	9	2	1	8
Accounting & Business Administration Transfer A.S.	0	14	6	20	5.54	2	18
Business Administration Career, A.S.	0	11	7	18	4.88	0	18
Communication, A.S.	0	6	7	13	2.88	1	12
Criminal Justice, A.S.	0	12	8	20	5.17	5	14
Entrepreneurship Option Business Administration career, A.S.	0	5	1	6	1.25	0	6
General Studies	0	19	14	33	9.67	5	27
Journalism Option, Communications, A.S.	0	1	0	1	0.25	0	1
Liberal Arts and Science, A.A., A.S.	0	15	11	26	7.79	5	21
Marketing, A.S.	0	6	1	7	1.75	0	7
Music Studies, A.A.	0	1	0	1	0.25	0	1
Paralegal, A.S.	0	3	4	7	1.75	1	6
Speech-Language Pathology Assistant Option, Disability Specialist, A.S.	0	0	0	0	0	0	0
Entrepreneurship / Small Business	0	0	0	0	0	0	0
Marketing	0	0	0	0	0	0	0
Social Services	0	0	0	0	0	0	0
Technology Management	0	2	0	2	0.5	1	1
TOTAL	0	101	62	163	43.68	21	140

**Zeros indicate that no faculty taught online sections in the most recent term.*

Definitions:

- All columns except FTE Faculty use similar unit of measure and data definition
- Counting number of unique faculty members who taught an online course to a student with the declared major specified in that row in Sp10 (any subject)
- Total row may include duplicates
- FTE Faculty column counts online instructional workload units for the faculty detailed above/prior columns, and divides that figure by 12

INSTITUTION: Manchester Community College (Connecticut)

TABLE 4. Course enrollments and completions

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Courses Offered On-Line	Fall 09	Spring 10	09-10*	Fall 08	Spring 09	08-09*	Fall 07	Spring 08	07-08*
Undergraduate									
Total Number of courses	47	45	95	42	40	106	33	38	87
Total on-line enrollments	937	888	1893	780	664	1781	548	614	1339
On-line course completions	625	615	1306	483	465	1233	371	412	936
Graduate									
Total Number of courses									
Total on-line enrollments									
On-line course completions									
TOTAL									
Total Number of courses	47	45	95	42	40	106	33	38	87
Total on-line enrollments	937	888	1893	780	664	1781	548	614	1339
On-line course completions	625	615	1306	483	465	1233	371	412	936

* For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings

Definitions:

- Courses – number of unique CRNs with Instructional Method = ONLN
- Enrollments – sum of enrollment in CRNs with Instructional Method = ONLN
- Completions – count of ONLN seats (prior row) with grade = A-B-C-D (any suffix)