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It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran’s status, disabilities and tobacco usage in any educational programs, activities or employment. Persons having questions about equal opportunity/affirmative action should contact the Affirmative Action Officer at 4000 Lancaster Dr. NE, Salem, Oregon 97309, or call 503.399.4784. To request this publication in an alternative format, please call 503.399.5192.
Welcome to Chemeketa Online

Welcome to Chemeketa Online, the online learning part of the Distance Education and Academic Technology department. In an effort to provide the highest quality online courses for Chemeketa students, we provide the following services:

- Support and training for all teachers using the eLearn system
- Technical support for all Chemeketa students using the eLearn system via telephone, chat, email, and walk-in assistance
- Support and training for all teachers using a wide array of adopted instructional technologies for their online, hybrid, or campus-based classes
- Scheduling, marketing, coordination and planning for all online classes offered by Chemeketa
- Collaboration with the IT department on implementing new technologies and ensuring eLearn system performance

Last year, we offered 1318 sections online to over 28,8100 students accounting for approximately 15 percent of Chemeketa’s FTE. Eight degrees and eleven certificates are available through distance learning.

This Online Faculty Guide is designed to give you detailed information about some of our processes and services. If you have questions or need any assistance, please don’t hesitate to call - the Chemeketa Online staff is at your service as you develop and teach online classes. Our main number is 503.399.7873.
How and What We Communicate to You

Chemeketa Online has three main avenues of communication with you regarding the Blackboard system.

Chemeketa Online Listserve
This is an email list that all online teachers are subscribed to by Chemeketa Online. You will receive important announcements regarding eLearn system performance (planned and unplanned outages), trainings, and other critical information about eLearn. Replies to these emails go to Chemeketa Online staff, and will be answered in a timely fashion.

eLearn system Announcements
We repeat important announcements regarding eLearn system performance as pop-up announcements in the eLearn system to ensure that users receive critical information regarding online courses.

Outage Protocol
Planned Outage: Since we now have a Managed Hosting contract with Blackboard, planned outages should be very infrequent. We will be given seven days notice of planned outages and will provide same-day notification via the Chemeketa Online listserve, eLearn Announcements, and our blog.

Unplanned Outage: In the event of an unplanned system outage, we have a protocol to keep you and students up to date as to when the system will be available. This includes communication via the Chemeketa Online listserve and updates on the eLearn portal for all other users.

Accessing Your eLearn Courses

The eLearn System
Chemeketa’s learning management system is named the “eLearn” system, and is sometimes known as WebCT, BlackBoard, Campus Edition, or CE8. Since the fall term 2009, we have used an externally hosted solution for the eLearn system. This hosting solution will allow our current eLearn system to be as secure and stable as possible, monitored and supported 24/7.

Log into eLearn with your My Chemeketa ID and password at :: http://elearn.chemeketa.edu

The eLearn system has tools which facilitate online learning, including:

- Communication: Discussion Board, Private Email, Chat, Group Manager, Voice Tools
- Content Presentation: Learning Modules, HTML Editor, Syllabus Tool, Media Library
- Assessment: Assignments, Grading Forms, Assessments, Goals, Gradebook

User roles
Users can be enrolled in the eLearn system as four main roles:

- Designer – Provides access to the Build and Student View tabs. This role allows you to add/remove content and to create assignments, discussions, and assessments.
- Instructor – Provides access to the Teach and Student View tabs. This role allows you to facilitate the course and use the Gradebook.
- Student – Provides student-level access to the course
- Auditor – Provides student-level access to the course
eLearn Shells

Course Shells
Course sections in eLearn are referred to as ‘shells’. Each online and hybrid course section automatically has an eLearn shell generated. When requested, campus courses may also have an eLearn shell. To request a shell for a campus course, ask the program’s scheduler or instructional secretary to code the CRN’s Banner partner integration field for eLearn.

Development Shells
Development shells are used to build courses, and will not be deleted from the eLearn server unless requested. Students do not have access to development shells. Development shells can be completely blank, or based on existing eLearn course content, such as the QuickStartCourseTemplate.

Setting up courses
The first time you access one of your courses (shells) on eLearn, you will be faced with three options:

1. Set up a blank course
2. Copy content from another course
3. Import content from file (most people will probably never use this option)

If you are developing a course from scratch, choose option #1. If you have already developed a course or have content in a course shell, then choose option #2. It will show a list of sections that you have Designer access to, and you can select the section from which to copy content.

To request a blank development shell or to have your course content reset, contact Technical Support at 503.399.7399, Option 1.

When are my “real” course(s) available?
Typically, we will create your real courses approximately two months before the term you are teaching the class. So fall term shells are built on eLearn in mid-July, for example.

How long are my courses retained on the server?
Your courses will be retained and available to you for three terms. Each term that you teach a course you get a new shell for it in which the new students are granted access. The old shells are available for three terms before being archived and deleted from the server. If you wish to retain content from a course about to be deleted, we recommend you request to have it copied into a development shell.

How to cross-list multiple sections of a course
Cross-listing allows faculty that are teaching multiple sections of the same course to access only one eLearn course shell to view all sections. A ‘parent’ section of the course is created, where the facilitation for all sections occurs. This enables the instructor to only access one section to grade and facilitate learning for all sections of a course.

Once cross-listed, you will see only one of the sections in your course listing. You will still be able to copy the content of a ‘child’ section into your ‘parent’ section if necessary, but all content must go into the ‘parent’ section from then on. Any user, including instructor and students, in any ‘child’ section of the course will be redirected to the ‘parent’ section.

To cross-list a course or for more information, please complete the request form at: http://techhub.chemeketa.edu/support/request-forms/

Since this process makes ‘child’ sections inaccessible, **cross-listing must be done prior to any student work!** Request cross-listed sections before the term begins.
Host/Provider System

The Host Provider framework was developed by the Oregon Community College Distance Learning Association (OCCDLA) as a means of providing more course options to community college students throughout the state. The program began in the fall of 1997. As an online teacher at Chemeketa, this program is very likely to affect you.

The Provider - Many colleges have opened space within their distance education classes for students from other community college districts. These colleges are referred to as "provider colleges" because they provide classes that might otherwise be unavailable to these students. The instructors for the courses are located at the provider colleges.

The Host - The colleges that wish to "host" such classes advertise the "provider" course(s) as if it were their own course/s. Registration and student services are provided by the local or host college. The only difference is the instructor is located at the provider campus and typically the student has to login to the provider college's learning management system (eLearn) to access course materials.

Host Students – Are those registered through another community college, but taking your online class provided by Chemeketa.

How does this affect me?

Chemeketa "provides" hundreds of classes each term for "host" colleges. Your online course is by default one of these so you very well may have a few students from colleges other than Chemeketa. You will be affected in two ways:

1. Enrollment – You can view your class roster in My Chemeketa under School Services. You know you have a Host student when your My Chemeketa roster doesn't match your roster in eLearn. If you have mysterious students showing up in your eLearn Gradebook, chances are these are Host students. Login to the OCCDL website and view your Host student roster to confirm.

2. Grading – Grading for all students, including online students, is done through My Chemeketa. Since Host students register through the "Host" college, they are never entered into My Chemeketa and thus cannot have grades entered. Grading for Host students is done through the OCCDL website. The same deadlines for posting grades apply to Host students.

Access OCCDL: [http://occdl.chemeketa.edu](http://occdl.chemeketa.edu)

Your ID and Password for this system will be emailed to you prior to start-of-term. For assistance with the host/provider system, contact Pam Straus, 503.589.7832 (pam.straus@chemeketa.edu,) or Tim Antone 503.589.7792 , (tim.antone@chemeketa.edu,)
Beginning of Term Information

Students Access
Students have access to your eLearn course(s) on the Thursday before the term begins. This is to allow students time to troubleshoot any access or technical issues before the term begins. You will need to hide the material you don’t want visible to students on this date. If you have not activated the course or copied content into the shell, students will receive a message that the course is unavailable. At a minimum, it is helpful to post an announcement on the course homepage by the Thursday before the term begins to let students know when the course officially begins.

Syllabus
Chemeketa Community College has developed a syllabus checklist for the minimum components to be included in a CCC course syllabus. For the most current syllabus checklist updates, please visit the Opportunity Center’s website: http://oppcenter.chemeketa.edu/resources/syllabus.html.

Your course syllabus must be submitted to our office by the end of the first week of each term. Please email your syllabus to Kathy Roberts, Chemeketa Online Assistant, at: kathy.roberts@chemeketa.edu

Textbook Ordering Information
At some point before the term, you will need to confirm that the Bookstore is planning to order your textbooks for students. This happens differently depending on the department, but your best bet is contacting your Program Chair. She/he will be able to tell you what textbook you are using, if it’s been ordered, and will likely be able to get you an instructor copy.

Bonnie Macey, Coordinator of Chemeketa Online (503.589.7710), will also be able to answer any questions you have about this and direct you to the appropriate person. You can contact the Bookstore directly at 503.399.5131 or visit their website: http://bookstore.chemeketa.edu.

Proctoring Tests
We encourage using alternative methods of assessment for students in your courses. Proctored exams can create barriers of time, location, and for some students, financial challenges.

If however, you choose to use proctored exams
  • Students should be made aware of this requirement before they register. A proctored exam requirement must be listed in your syllabus, and should be listed in the course schedule.
  • Make sure students have ample time to find a proctor.

Information about test proctor requests and a form for you to use will be found in Appendix E. Chemeketa Online does not coordinate proctored exams, but we are happy to consult with you regarding the logistics.

Registration Overrides
Instructor overrides can be a necessary skill to have, yet currently there is little information available for instructors to access these overrides. Provided there is no contractual or department restrictions, here are the steps if you agree to allow a student to register:

1. Obtain the student's K number (preferred) or their full name.
2. Log into My Chemeketa, click on School Services tab.
3. Pick Faculty Services Menu, then Registration Overrides.
4. Confirm the current term is selected, click Submit.
5. Either type or past student's K number into the first box, or enter their last name, first name, then select the Student's radio button.
6. The next page should find your student, therefore click the Submit button.
7. The two most common types of overrides are 'Class Capacity' override (if the class is full) and 'Instructor Signature Required' override (if it past the date for "Last Day to Register Without Instructor Signature") Choose overrides that apply to your student, with the form given and specify the course for each, click Submit button.
8. The next page will show you the overrides you entered, the Submit button will commit the changes.
9. When you are done, email the student letting them know that you have allowed them to register and they need to try to register again.

End of Term Information

Grades
Grading for all Chemeketa students, including online students, is done through My Chemeketa. Grading for Host students is done through the OCCDL website. If you have Host students, you will have to login at the end of the term to submit their grades to their Host college. The same deadlines for posting grades at the end of the term apply to Host students.

Incomplete Students
Your classes will be available to students for three weeks into the following term. Access can be granted beyond this three-week period if necessary.

If you need to give incomplete students access to an eLearn course, please use the request form at: http://techhub.chemeketa.edu/support/request-forms/.

Backing up your Course
Be sure to create backups of your eLearn sections and save them to your computer. It's a good idea to do this once a week or whenever you make significant changes to your class or gradebook, but you should be doing this at least at the end of every term.

To create a backup: Build Tab > Manage Course > Backup > Backup Course... A backup will be added to the "backup queue" on the server. You'll have to wait a few moments and then re-enter the backup area from Manage Course. When the status of the backup is "Completed," you can save the backup to the server for download by clicking the grey drop-down menu next to the backup and choosing "save as file." A long file name with a .bak extension will be listed. We recommend saving it to My Files (NOT to the course files area!), and then downloading it from File Manager to your computer. Then delete the .bak file from your eLearn file manager.

Step 1: Create the Backup
Step 2: Save the Backup (.bak) to the server (File Manager)
Step 3: Save the .bak file to your computer or network user drive (U:\Drive)
Step 4: Delete the .bak file from your eLearn file manager area

You cannot do anything with this file, but in the case of a catastrophe or corrupt course, we can use it to restore the course for you.
Course Development

New Course Development Process
In an effort to facilitate the production of high-quality courses for our online students, Chemeketa Online has a new course development process for teachers developing new online courses and new online instructors at Chemeketa. See Appendix A for a flowchart of this process.

Instructors developing new online courses can expect the following steps during their development phase:

- Initial consultation meeting: Meet with a Tech Hub faculty consultant to discuss your course development, strategies for teaching online, plan your development timeline, and schedule your final course readiness review.
- Midpoint progress check: We’ll check with you midway through the development process to see how the course is progressing.
- Final course readiness review: Approximately two weeks before the term starts, your Tech Hub faculty consultant will review your course using our Course Readiness Review form (Appendix B). The standards we use to review online courses are adapted from the Quality Matters rubric. See below and the Appendix for more information on Quality Matters.

New Chemeketa Online instructors can also expect these steps of our development process:

- Contact and Access Information: New online instructors will receive information about accessing our online learning systems and tools, and be subscribed to our communication listserv and the Online Classroom Newsletter, by Magna Publications. See Appendix C.
- Training: Our eLearn Institute provides training in online instruction and the eLearn system needed by new online instructors. Individual training can be arranged to accommodate those developing on a short timeline. For more information about the Institute and other faculty training opportunities, visit http://techhub.chemeketa.edu/faculty-training/ or call Tech Hub faculty at 503.399.7873.

Quality Matters
Quality Matters (QM) is a national, faculty-driven, peer review process designed to facilitate the continuous improvement of the design of online courses. A research-based rubric of standards considered essential to student success is used by a team of three faculty to review online or hybrid courses. Chemeketa Online's Course Readiness Review checklist is based largely on the standards outlined in the QM rubric.

Chemeketa Online is a subscribing member of Quality Matters, and piloted both Quality Matters reviews and peer reviewer training in 2007. We now have over 150 faculty trained in applying the QM rubric of standards, and many certified as national QM reviewers.

For more information about QM course reviews or the QM rubric, contact the Tech Hub faculty at 503.399.7873 or visit http://techhub.chemeketa.edu/teaching/quality-matters/

Course Templates
A course template can be used as a tool for consistent, professional course design. We offer assistance in developing a custom course template, or provide our ready-made Quick Start Course Template.

The Quick Start Course Template (QSCT) is provided by Chemeketa Online to serve as a roadmap for rapid course development. This course shell is developed with online best practices and QM standards in
mind, and is available to you as a template for your new course development. A home page design with a “Start Here” learning module includes Chemeketa’s syllabus template and suggested course orientation information and activities. The “Learning Activities” module provides a simple template to quickly develop your learning outcomes and online learning activities. For more information or access to the QSCT Course Template contact the Tech Hub faculty at 503.399.7873.

**Best Practices example courses**
Many fine examples of eLearn courses are available for viewing. These courses were developed by Chemeketa faculty, and they have graciously allowed us to share them. They display a wide variety of approaches to instructional design, and reflect the creative potential of online learning. The sample courses demonstrate elements of the Quality Matters rubric in practice. Chemeketa Online thanks these faculty members for sharing their courses as examples of best practices in online instruction.

View the Best Practices sample Online courses by logging into the eLearn system with:

username: bestpractices
password: bestpractices

View the Best practices for sample Hybrid courses by logging into the eLearn system with:

username: bestpractices_hybrid
password: hybrid

**Note - If you see material that you would like to use or modify for your course, please contact the instructor/developer for permission. Please do not use material without permission.**

**Student Feedback form for eLearn Courses**
Chemeketa Online provides a ready-made student feedback form for optional use in online courses. You can provide a link to the form in your eLearn courses. Student feedback is anonymous and viewable by the instructor. Create the link using our simple online tool, and then add it to your eLearn course. You will be able to view their anonymous submissions after grades have been submitted. Instructions for creating the feedback form are at: [http://online.chemeketa.edu/instructor/evaluate-links.htm](http://online.chemeketa.edu/instructor/evaluate-links.htm)

**Footer Code for eLearn Courses**
You can copy/paste the code below into the Footer of your course content homepage and automatically have links to student resources for your online course. This dynamic code is maintained by Chemeketa Online, and will link to current online resources at Chemeketa.

```html
<p align="left"><script type="text/javascript" src="http://online.chemeketa.edu/faculty/defaultTemplateInclude.js"></script></p>

After typing the above code into your footer, you’ll see the following links at the bottom of your homepage:

Student Resources:
- Chemeketa Online
- Online Learning Orientation
- Student Support Services
- Chemeketa Library
- Technical Support
- Tutoring Services

**How-To Video tutorials**
A large selection of video tutorials for developing courses in the eLearn system are available online, including tutorials on how to edit the header/footer code, how to copy content to a new course shell, how to add a course evaluation link, and much more.

Access the tutorials in the Help & Support section of our faculty site at: [http://techhub.chemeketa.edu](http://techhub.chemeketa.edu)
File Standards for Online Courses

This is a common area of confusion for many developing an online course. Most people, when developing content, are used to opening up Microsoft Word or PowerPoint. Word is a wonderful word processor and PowerPoint a great presentation tool, but the files they create (.doc and .ppt) are not a good way to deliver the files to your online students. If students don’t have Word or PowerPoint on their computers, then they will not easily be able to open the files.

- If you have to use Microsoft Word, save the files as .pdf or .swf (flashpaper) and upload these files to eLearn for your students.
- If you use PowerPoint, do one of the following:
  - Save the files as .PDFs and upload these files to eLearn
  - Upload the PowerPoints to Chemeketa’s Breeze server, or
  - Add audio with Adobe Presenter and upload the presentations to the Breeze server.

Warning:: Microsoft Word also has a “save as webpage” option... Do NOT use this. It creates code that is not easily edited in most web page editors, including eLearn’s HTML editor. Your best option is to adopt an HTML editor (i.e., Dreamweaver, Kompozer or MS Expressions Web) to write your content instead of Word. eLearn also has a basic HTML editor that allows you to create and edit files online.

If you need assistance wading the waters of file types, please talk to someone from the Tech Hub for a solution that’s right for you.

ePacks and Publisher Resources

Many textbook publishers provide supplemental web sites, CDs and DVDs, or CE8-ready content, called “ePacks”, with their textbooks. The quality of the content varies from publisher to publisher and course to course. It is up to the instructor to determine if publisher content is appropriate for their course. Tech Hub staff are available for consultation about adopting publisher content for your online course. We can potentially save you an enormous amount of time, so please be in touch if you are thinking of adopting publisher materials for an online class. To learn what’s available for your textbook, visit your publisher’s website or contact your representative.

Considerations before Adopting Publisher Content:

- **eLearn Integration**: Publisher content can provide a wealth of media-rich material, quizzes and other content, but it often works outside of the eLearn system. Some material will link students to outside web sites or quiz tools, bypassing the eLearn gradebook and other features. Before you adopt an ePack, make sure to test compatibility of the content with eLearn and consider how it will integrate with eLearn tools.

- **Cost**: Publisher content is usually free to the instructor, but often has a cost to the student. Many publishers require an access code for using the CD or web site, which must be purchased by the student. This fee is often included in the price of a new textbook. Before you adopt an ePack you should research the cost to the student, and include that in your syllabus or other course communication.

- **Technical Support**: Chemeketa Online provides technical support for ePacks and the importing of some question databases, but not for publisher content that resides on an external server. Make sure your publisher will provide technical support if you are relying on student access to publisher content for completion of the course.

Digital Content & Copyright Considerations

In the summer of 2009, Oregon Community Colleges received access to digital media content through a three-year statewide grant provided by the Department of Community Colleges and Workforce Development. This media content is provided through two different streaming video sites, Ambrose Video and INTELECOM. The media may be used in online courses, the library, or the classroom. Most content is
closed-captioned. Any program or clip can be embedded in a course management system such as eLearn. All content is current and covers a wide range of subjects. For more information, please visit: http://techhub.chemeketa.edu/media-technology/digital-media-content/

Copyright law is complex and ambiguous, and depends largely on interpretation of usage. The Tech Hub faculty can provide you with resources to help become more informed about your rights and responsibilities when using copyrighted materials. Library Services offers a Copyright Information Site on the Employee Dashboard with more information and resources.

Our Department Resources

The Tech Hub faculty provide instructional design consultations, technology resources, workshops and support year-round for all faculty, including one-on-one support and customized small group workshops. Please call, email, or drop by our offices for an appointment.

The Tech Hub

The faculty, staff and resources of the Tech Hub are here to provide Chemeketa instructors with instructional technologies, multimedia development, and online learning. Take advantage of our faculty services:

**Faculty Services**
- Consultation for online course development, production and use of multimedia materials, and effective use of instructional technologies
- Digital Audio and Video Editing assistance
- Document and File Conversion
- Software Evaluation

**Computer Lab Software & Equipment**
The Tech Hub computer lab is equipped with new iMac computers available for drop-in use, and has many other hardware and software resources available for faculty use. Computer stations run in both the Mac and PC environment.

Software & Equipment available:

- MS Office software
- FTP Applications
- Dreamweaver
- Camtasia screen capture software
- Adobe Captivate
- Adobe Presenter
- Adobe Acrobat Pro
- Private sound booth with audio recording equipment and software
- Adobe Photoshop
- Basic Audio Editors
- Video Editors
- OCR, scanners and slide scanners
- CD/DVD Burners
- File Format Conversion Software
- Flip Video Cameras
- Mimio Whiteboard Capture System
- MP3 Recorder (i-River)

**Trainings and Workshops**
The Tech Hub offers a variety of trainings and workshops on instructional technology. Our workshop schedule can be found at http://techhub.chemeketa.edu/faculty-training/
In addition to what we schedule each term, we also offer upon request:

- Individual training for online learning, multimedia production, and other instructional technology
- Customized trainings for small groups or departments
- Short workshops: A regular schedule of workshops on instructional technology at the Tech Hub
- Intensive courses: The Hybrid Instruction course and eLearn Institute offer comprehensive training over several weeks

**Instructional Design Support**

The Tech Hub faculty are experts in online course development and instructional design. If you would like assistance with how technology can solve a certain instructional need or where to begin in developing an online class, please feel free to call, email or stop by and chat with someone. We have consulted with hundreds of teachers across all disciplines and possess an enormous breadth of practical advice regarding online teaching and learning.

**Media Production Support**

The Tech Hub offers training and support to faculty on the use of media for teaching and learning. Training may occur in a group or individualized setting. This includes consults with faculty on individual projects, recommendations on the use of media and tools, assistance with content acquisition, multimedia authoring, animation, graphics, video and audio production, integration with learning management systems and more.

**Chemeketa Online Web Site**

The Chemeketa Online web site provides a variety of information for students and potential students, as well as links to many Chemeketa resources and sites. It has a wealth of information to help students navigate online learning.

Visitors to our web site will find an online student orientation, video tutorials for the eLearn system, host/provider system login, technical requirements, and much more. Find it at: [http://online.chemeketa.edu/](http://online.chemeketa.edu/)

**Course Promotions**

Chemeketa Online produces course promotions as an opportunity to promote online courses and programs. Promotions are featured in the spotlight section of the Chemeketa Online homepage, the Chemeketa Online blog and the Chemeketa Online eBrochure.

View examples, get more details or request a promo at this page: [http://online.chemeketa.edu/promos/](http://online.chemeketa.edu/promos/)

We offer several promotional formats including video, audio, web page promos and more. Promotions for online courses are primarily for new or specialty courses. For more information, contact Sage Freeman, Media Production Specialist, at 503.399.2547 or sage.freeman@chemeketa.edu.
Tech Hub Faculty Resource web site
The Tech Hub site is designed for faculty and provides such information as training schedules, HubTalk newsletters, eLearn manuals, video tutorials and other faculty support resources. Visit it at: http://techhub.chemeketa.edu/

Request Forms
The Tech Hub web site includes forms for the following common requests:

- Request Access to eLearn
- Request eLearn Development Shell
- Request an Account on the Newterra Faculty Web Server
- Request eLearn Access for an INCOMPLETE Student
- Request eLearn Sections be Cross-Listed
- Request an eLearn Section be Deleted
- Request a Deleted Section be Restored

Technical Support
We provide 24/7 technical support for all students and faculty using eLearn. You may call 503.399.7399, option 1, or email online@chemeketa.edu. You can also visit our offices in room 9/106 to receive in-person assistance during our standard office hours.

Note: The IT department provides technical support for Adobe Presenter, Adobe Connect, My Chemeketa, Outlook, G-mail, and MS Office. Please email a TAC request to tac@chemeketa.edu for assistance with these technologies.

Minimum Technical Requirements
For eLearn to function well, we highly recommend the minimum hardware and software requirements:

Your Computer
A PC running Windows XP or newer OR a Macintosh running OS 10.4 or higher. (Other Operating Systems may work as well, as long as they can run an appropriate browser. However, the Chemeketa Online Help Desk and Student Support Desk will not be able to support these systems). 512 Mb RAM (1 GB highly recommended) and at least 200 MB of available disk space for assignments.
A modem or other device capable of connecting to the internet at a speed of at least 56 kbps. A broadband connection (DSL or Cable Modem) is highly recommended.

Internet / Browser
An ISP (Internet Service Provider). A high-speed connection is best if you can afford it. An internet browser installed on your computer. The following browsers are supported by the software we use to deliver online courses: Internet Explorer 7 and 8, and Firefox. For Mac OS, use Safari. Other Internet browsers may work but are not currently supported.

Note: It is recommended that you not use AOL's browser. If you are using AOL as your ISP, it is recommended that once you are connected to the Internet that you minimize your AOL browser, and then open a more compatible browser, such as Internet Explorer or Firefox.
Online Learning Orientation for Students
Chemeketa Online has prepared an online orientation to help students determine if online learning is right for them. The orientation will help students to:

- Determine if their computer is adequate for online learning at Chemeketa
- Decide whether their learning style and computer skills are well-matched to online learning
- Become acquainted with how to log on and use eLearn (our online course software)
- Discover various technical assistance options

Find the online student learning orientation at: [http://learning.chemeketa.edu/orient/](http://learning.chemeketa.edu/orient/)

Technical Support Resources
Our website offers many technical resources, including a knowledge base of how-to’s for the eLearn system, video tutorials, and links to browser plug-ins and applications like Java and Adobe Reader.

Find our online tech support resources for students at: [http://online.chemeketa.edu/help/](http://online.chemeketa.edu/help/)

Find our online tech support resources for faculty at: [http://techhub.chemeketa.edu/support/](http://techhub.chemeketa.edu/support/)

Super-Users in eLearn courses
Chemeketa Online technical support enrolls in all online courses as a superuser to provide technical support to faculty and students. The username protocol is based on the term of instruction: superfal, superwinter, superspring or supersummer. This user will appear in your gradebook, however will have no impact on your course facilitation and you can ignore it.

Support Services for Online Students
Online and distance students have access to all of the student services that traditional students do. Sometimes these services are delivered online and other times by telephone, but Chemeketa Online strives to coordinate with other departments to bring the campus to online students as much as possible.

We provide a footer code for you to advertise these services to students as a resource. Find more information about using the footer code in the Course Development section of this guide.

Technical Support :: 503.399.7399 option 1, [online@chemeketa.edu](mailto:online@chemeketa.edu)
Chemeketa Online offers technical support for all things related to the eLearn system. If your students are having any technical issues or problems figuring out how to use the software, they have several options for technical support. They can call 503.399.7399 option 1, email [online@chemeketa.edu](mailto:online@chemeketa.edu) or use online, realtime e-Chat 24 hours/day for help desk assistance. They can also visit our offices in room 9/106 to receive in-person assistance during our standard office hours.
Bookstore :: http://bookstore.chemeketa.edu
Chemeketa’s Bookstore offers online searching, browsing, and purchasing of course books and materials for your online students.

Online Tutoring :: http://www.chemeketa.edu/programs/tutoring/index.html
Chemeketa offers online, interactive tutoring in the areas of math, writing and accounting for all students. Both asynchronous and live assistance is available for math.

Online Writing Center :: http://www.chemeketa.edu/services/writingcenter/index.html
The Online Writing Center offers asynchronous writing assistance for distance students via eLearn. Students can submit drafts and receive suggestions from Chemeketa faculty and graduate students who work in the Writing Center.

Counseling & Academic Advising :: http://www.chemeketa.edu/services/counseling/index.html
Career counseling, personal counseling, academic advising and cooperative work experiences are all available to distance students and a phone call away.

Library Services :: The library offers many resources to distance students, including many full-text databases. At http://library.chemeketa.edu/information/database.htm, click on a database title, and enter a My Chemeketa user name and password to access the database. A lookup is included for users who do not know their logins. A guide to services for distance education students is available at http://library.chemeketa.edu/.

If you have host provider students (students who are registered in a Chemeketa course through another college), please give them the following for access:

User name: Chemeketa
Password: degree

Instructional Technologies at Chemeketa

The Distance Education and Academic Technology department can train and support your use of instructional technologies for teaching and learning. This section describes many of the instructional technologies available at Chemeketa.

eLearn (aka: Web CT, Blackboard, CE8)
This is Chemeketa’s learning management system, the front door for all online courses, and the primary toolset for almost all online courses. Within the eLearn system, all communication, content delivery, interaction and evaluation happen through the use of dozens of different tools including discussions, email, chat, online testing, gradebook, and assessments.

Newterra Faculty Web Server
This web server is administered by Chemeketa Online and available for all faculty. The eLearn system is the tool of choice for most instructors, but in some cases an open web page is desirable and the Faculty server is a good place to store and publish web pages for your students.

Respondus Testing Software
Respondus is software to create online exams. More importantly, One thing in particular is that the data and reporting feature is more robust than eLearn’s system. It is also often used to import publisher testbanks into eLearn courses.
Respondus StudyMate
StudyMate is a great tool for creating interactive components for your students. Flashcards, self-assessments, practice exercises, crossword puzzles, and word jumbles are all possible with this tool. Students can also download these exercises to their iPod!

Respondus LockDown Browser
The LockDown Browser is software some people use in an effort to curb cheating in online tests. You simply mark a test or quiz for lockdown and eLearn then requires students to take the quiz using this browser. It essentially locks their computer for the entire time they are taking the assessment, rendering any other program on their computer useless, including web browsers, instant messaging systems, copy/paste commands, printing, and screen shots to name a few.

Adobe Presenter
Adobe Presenter is a tool that allows teachers to easily add audio to their PowerPoint presentations for web delivery. If you have access to a little USB microphone, then you can create rich-media presentations for your students.

Adobe Connect
Adobe Connect is a synchronous communication or presentation tool. Interactive whiteboards, document sharing, and live communications using just the internet are possible with this tool.

Clickers
Clickers are handheld devices used to collect student responses in the classroom. Students can respond to any question, on the screen or not. You can present questions in a PowerPoint presentation, Word, in web pages, or to verbal questions on-the-fly. Clickers are very easy to use and require little prep time. Check out a system from the library. For training or questions, contact Beth Hale, 503.589.7872, beth.hale@chemeketa.edu

Frequently Asked Questions

How do my online students find my eLearn course?
This is one thing you don’t have to worry about. As long as your students are actually registered for your class, they will either enter it through My Chemeketa or by going directly to eLearn and logging in. Students who are really lost typically call the Chemeketa Online offices for assistance.

After registration begins, when can students access my course(s) on eLearn?
Students can access your eLearn course(s) on the Thursday before the term begins. If you have not activated the course or copied your materials into it, then they will not be able to see anything.

I would like to use eLearn to supplement my campus classes… how do I request a shell?
Since eLearn is integrated with Banner (our student information system), whomever does Banner entry for your department can fulfill a request like this. Just tell them the course name, term and CRN for whichever classes you would like to use eLearn. They will flag those courses for eLearn and by the following day you’ll have access to those shells on eLearn.

I see that I have development shells, but when are my “real” course(s) available?
Typically, we will create your real courses approximately two months before the term you are teaching the class. So fall term shells are built on eLearn in mid-July. We send out a message to the list serve that notifies you and has directions on how to move content into it.
How long are my courses retained on the server?
Your courses will be retained and available to you for three terms. Each term that you teach a course you get a new shell for it in which the new students are granted access. The old shells are available for three terms before being archived and deleted from the server. It is important to make electronic backups of your eLearn courses on a regular basis. Many instructors also print a hardcopy of the final gradebook for each course as a record. If you wish to retain content from a course about to be deleted, we recommend that request to have it copied into a development shell.

How long after the term is over will students have access to the course?
On the fourth Monday of the following term, prior term courses will no longer be available to students. You can request students have access for additional time by using the request form at the Tech Hub web site at: http://techhub.chemeketa.edu/support/request-forms/

Can I require proctored exams?
Yes. See “Proctoring Tests”, page 9 and Appendix E.

Can I require campus visits?
Yes, but within reason and you must provide sufficient alternatives for those students who cannot make it to campus. Many of our online students live in the area, but you will have students who live outside the state and outside the country who simply cannot attend campus. You must add this information to the course note area during banner input, catalog course description, and to your syllabus so students registering for the class are aware that campus visits are a requirement.

Who is the Superspring, Superfall or Superwinter user showing in my Gradebook?
Chemeketa Online technical support enrolls in all online courses as a superuser to provide technical support to faculty and students. This user will appear in your gradebook, however will have no impact on your course facilitation and you can ignore it.
Contact Us: Chemeketa Online Staff

Tim Antone, Support Technician: tim.antone@chemeketa.edu, 503.589.7792
Thomas Bishop, Server Administrator: thomas.bishop@chemeketa.edu, 503.589.7615
Sage Freeman, Media Specialist: sage.freeman@chemeketa.edu, 503.399.2547
Beth Hale, Learning Technologies Facilitator: beth.hale@chemeketa.edu, 503.589.7872
Debra Hogle, Program Assistant: dhogle@chemeketa.edu, 503.399.2569
Lee Johnson, Website Support Specialist: lee.johnson@chemeketa.edu, 503.589.7840
Diane Lorin, Administrative Secretary: diane.lorin@chemeketa.edu, 503.589.7709
Bonnie Macey, Distance Ed Coordinator: bonnie.macey@chemeketa.edu, 503.589.7710
Lenny Perkins, Media Services Operator: lenny.perkins@chemeketa.edu, 503.399.2551
Mark Rediske, Faculty Support: reedm@chemeketa.edu, 503.399.2335
Shannon Riggs, Faculty Support: sriggs5@chemeketa.edu, 503.399.6056
Kathy Roberts, Department Assistant, kathy.roberts@chemeketa.edu, 503.589.7614
Kellie Schellenberg, Distance Ed Supervisor: kellie.schellenberg@chemeketa.edu, 503.399.5191
Loraine Schmitt, Dean: loraine.schmitt@chemeketa.edu, 503.399.7750
Colin Stapp, Learning Technologies Facilitator: colin.ensminger.stapp@chemeketa.edu, 503.589.7636
Pam Straus, OCCDLA Administrative Secretary: pam.straus@chemeketa.edu, 503.589.7832
Normal Scheduling Process

Initial Chemeketa Online Intake
Program Coordinator (Bonnie Macey) is notified of new online course or instructor, and notifies the Tech Hub of new course development.

Tech Hub Faculty Development Team
Colin Stapp, Mark Rediske, Sage Freeman, Beth Hale, Shannon Riggs

Internal Processes/Access
Faculty access is created for:
- OCCDL accounts
- Online Classroom newsletter subscription
- Chemeketa Online faculty listserv
- eLearn development shells
Team assigns a contact from the faculty development team for the course development phase.

Initial Faculty Communication
Faculty receive a welcome email and:
- Contact & Access Info Sheet
- Chemeketa Online Faculty Guide
- course readiness review checklist
Copy goes to their Tech Hub contact.

Course Development Phase – Coordinated with the faculty Tech Hub contact

Initial Consultation Meeting
Scheduled with the faculty Tech Hub contact to discuss the development phase, teaching for Chemeketa Online, getting started with eLearn (a.k.a. ELearn, CE8 & BlackBoard), how to approach course design, online teaching methods, Quality Matters standards, Tech Hub training and support options, and to schedule future review dates.

New Instructor Training
Strongly advised for all new instructors, and required for new online faculty receiving curriculum development funding. The eLearn Institute is our new instructor training course, and is offered winter and summer terms. Other training options may be arranged with the Tech Hub contact. More eLearn Institute information is available at: http://techhub.chemeketa.edu/faculty-training/

Midpoint Progress Check
An informal review mid-way through the process to see how development is progressing.

Final Course Readiness Review
Course reviewed by Tech Hub contact before start of term using the Readiness Review checklist for the basic components of a successful online course. Final consultation meeting between faculty and tech hub contact to discuss the review, Q&As, moving content from the development shell into the live eLearn shell, and other start-of-term information.

APPENDIX A: New Course Development Process
APPENDIX B: Course Readiness Review checklist

SECTION #1: COURSE ORIENTATION & DESIGN
The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y / N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course homepage contains the course number and title (i.e., WR 101: Intro to Writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course homepage contains the Student Resources links (Footer) (QM 7.1, 7.2, 7.3, 7.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Homepage contains clear instructions for the learner about where to start (Start Here, Announcement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Syllabus uses Chemeketa’s standard syllabus components including performance based learning outcomes (QM 2.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Schedule contains specific information for the learner about what needs to be submitted for grading, when and how</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Orientation contains an instructor introduction, an explanation of the course structure, an explanation of the instructional function of course elements, and any technical requirements (QM 1.2, 1.4, 1.6, 4.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The orientation materials contain clear instructions for the learner about how to proceed with the first week of instruction (QM 1.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The grading policy and criteria are transparent and easy to understand (QM 3.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tools listed in the Course Menu are in use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content is organized into folders or learning modules to facilitate intuitive navigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course navigation is intuitive and utilizes eLearn’s navigational tools properly and advantageously</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course maintains a consistent use of rhetoric throughout the course when referring to tools, assignments and areas of the course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course maintains a consistent use of headers and footers, icons, graphics, and text thus creating a uniform look and feel

All technologies required for this course are either provided or easily downloadable (QM 6.3)

### SECTION #2 :: COMMUNICATION

The effective design of instructor-learner interaction, meaningful learner cooperation, and learner-content interaction is essential to learner motivation, intellectual commitment and personal development.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y / N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course communication is provided through eLearn’s communication tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course provides method(s) for teacher-student communication (QM 5.2, 5.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course provides opportunities for peer-peer communication (QM 5.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and participation expectations are clear to the learner (QM 1.3, 5.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear standards are set for instructor response and availability (turn-around time for email, grades posted etc.) (QM 5.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is evidence that the instructor intends to be fully engaged in weekly class interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner is asked to introduce him or herself to the class in a discussion posting (QM 1.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion board has a “General Questions” topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Discussion tool is organized in an intuitive manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course communication tools are used properly and advantageously for the distance learning environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECTION #3 :: ASSESSMENT

Assessment strategies use established ways to measure effective learning, assess learner progress by reference to stated learning objectives, and are designed as essential to the learning process.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y / N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The types of assessments selected are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
consistent with course activities and measure the achievement of stated objectives and learning outcomes  
(QM 3.1)

There is evidence of frequent, timely, and specific feedback in the area of assessments  
(QM 3.3)

Assessment methods are geared to multiple learning styles including concrete experiences, observations, hands-on experimentation, and conceptualization of principles

Course uses eLearn’s Gradebook and My Grades to deliver grades to students

The learner’s My Grades area is consistent with assessment requirements

The types of assessments selected and assessment tools are used properly and advantageously for the distance learning environment  
(QM 3.4)

**SECTION #4 :: CONTENT PRESENTATION**

*Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y / N</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Instructional materials are consistent in organization throughout the course, preferably through the use of *eLearn’s* Learning Modules tool  
(QM 4.4)                                                                 |      |          |
| Learning outcomes are specified on the unit or lesson level  
(QM 2.5)                                                          |      |          |
| There is evidence of sufficient resources to support stated learning outcomes  
(QM 4.1)                                                        |      |          |
| Learning activities support the stated learning outcomes  
(QM 5.1)                                                      |      |          |
| Content presentation tools are used properly and advantageously for the distance learning environment  
(QM 4.5, 6.6)                                                    |      |          |
APPENDIX C: Contact & Access Information

Chemeketa Online
Main Office :: 503.399.7873 | online@chemeketa.edu | http://online.chemeketa.edu
Tech Support :: 503.399.7399 option 1
Bonnie Macey, Coordinator :: 503.589.7710 | bonnie.macey@chemeketa.edu
Kellie Schellenberg, Distance Ed Supervisor :: 503.399.5191 | kellie.schellenberg@chemeketa.edu
Lorraine Schmitt, Dean :: 503.399.7750 | loraine.schmitt@chemeketa.edu

Access Your eLearn Campus Edition 8 (a.k.a. BlackBoard, ELearn) Courses
You can get directly to your eLearn courses by going to: http://elearn.chemeketa.edu

URL: http://elearn.chemeketa.edu
Login: Same as your My Chemeketa ID*
Password: Same as your My Chemeketa Password

When you login you’ll see that you have access to 2 development course shells that you can use for development, testing the software, or storing old sections.

* If you do not know your My Chemeketa ID and Password, please contact your academic department for more information.

CE8 Access Problems...?? Contact Thomas Bishop at 503.589.7615

Access the OCCDL Site
The Oregon Community College Distance Learning site (OCCDL) is used to view “Host Student” information and assign grades to them at the end of the term. For more information on Host Students and how they may affect you, please see the Host / Provider Information section of the Online Faculty Guide. You will receive an email from Pam Straus with your login information.

URL: http://occdl.chemeketa.edu/

OCCDL Access Problems...?? Contact Pam Straus at 503.589.7832

The Online Classroom Newsletter
Chemeketa Online licenses this newsletter which covers topics about teaching and learning online. It is a useful monthly newsletter for new or veteran online teachers with a lot of good teaching tips and strategies. We have subscribed you for a monthly email, but you can unsubscribe yourself if you wish by going to the following website and logging in.

URL: http://www.magnapubs.com
Login: your Chemeketa email address
Password: online
### SECTION 1: COURSE OVERVIEW AND INTRODUCTION

**Summary:**
To help ensure student success and keep attrition to a minimum, the overall design of the course, navigational information, as well as course, instructor, and student information are made transparent to the student at the beginning of the course within the Syllabus and/or Course Orientation.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: <em>What’s the idea?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Navigational instructions make the organization of the course easy to understand. This includes clear instructions on where to begin, a course banner on the homepage, and, if applicable, homepage icons match the left-hand navigation links.</td>
<td>Instructions (either on the Homepage, Course Orientation, or Syllabus) should guide the new student to explore the course website and provide a general overview of how the course will work with specific instructions on what to do next. The idea is to make the first week of the course very clear for the students so they can acclimate themselves to the online environment if they are new to it.</td>
</tr>
<tr>
<td><strong>1.2</strong> There is a statement introducing the student to the course and to how student learning is structured in the online environment. Included in this should be a statement about how students will submit assignments.</td>
<td>It is a good idea to include an instructor statement that gives the new student an idea of how the learning process is structured (e.g., Does the course consist of a linear sequence of units, or can modules be studied in random order? Is the course self-paced or not? What will an average week look like in your course? What will they be doing?).</td>
</tr>
<tr>
<td><strong>1.3</strong> Netiquette expectations with regard to discussions and email communication are clarified.</td>
<td>Netiquette is online etiquette. Netiquette expectations should be clearly articulated, however brief or elaborate they may be (e.g., You may want discourage your students from using instant messaging acronyms [i.e., LOL] in the Discussion Board).</td>
</tr>
<tr>
<td><strong>1.4</strong> The self-introduction by the instructor is posted to the Discussion Board.</td>
<td>The initial introduction should help to create a sense of connection between the instructor and the students. It should go beyond essentials, such as the instructor’s name, title, field of expertise, email address, and attempt to welcome the students both to the class and to the medium through which they will communicate with you and their classmates.</td>
</tr>
<tr>
<td><strong>1.5</strong> Students are requested to introduce themselves to the class on the Discussion Board.</td>
<td>It is a very good idea to lead the students to the Discussion Board as soon as possible and a self-introduction is the most common way to do this. The idea is to build community and interaction early on.</td>
</tr>
<tr>
<td><strong>1.6</strong> Minimum technology and software requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.</td>
<td>If you require certain software or hardware (i.e., Microsoft Word, Adobe Acrobat, Flash Player), the Syllabus or Course Orientation would be the place to inform your students.</td>
</tr>
<tr>
<td><strong>1.7</strong> Weekly expectations are clearly outlined for the student. This can take the form of a comprehensive course calendar or a general guide to what is expected from week to week.</td>
<td>Most online courses operate on a weekly schedule which might be a little bit different from a traditional course. It is considered a best practice to provide your students with a course blueprint of sorts that they can rely on for course information and weekly activities. Example: Each week on Sunday night, I will open the week’s lecture and activity materials for you. Within you will find readings from the textbook, online lecture materials, a quiz, and weekly participation responsibilities. Your quizzes and assignments will be...</td>
</tr>
</tbody>
</table>
due the following Sunday night.

1.8 Course Syllabus is present and adheres to Chemeketa’s syllabus requirements.  

See the Opportunity Center for Chemeketa’s syllabus template.

SECTION 2: ⇒ LEARNING OBJECTIVES (COMPETENCIES)

Summary:

Learning objectives are clearly defined and explained in the Syllabus or at the module/unit level. They assist the learner to focus on learning activities.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: What’s the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The learning objectives of the course describe outcomes that are measurable.</td>
<td>In order for learning to be meaningfully evaluated, learning objectives should describe outcomes which are observable behaviors. If this is not possible, (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed.</td>
</tr>
<tr>
<td>2.2 The learning objectives address content mastery as well as critical thinking ability and increased learning skills.</td>
<td>Instructions may take various forms (e.g. narratives, bulleted lists, charts) and may appear at different levels within the course (e.g. module-based or weekly assignment sheets.)</td>
</tr>
<tr>
<td>2.3 Instructions to the students on how to meet the learning objectives are adequate and easy to understand.</td>
<td>The idea is to articulate what the students are going to learn during the term and what they will be able to do at the end of the term.</td>
</tr>
<tr>
<td>2.4 The learning objectives of the course are clearly stated and understandable to the learner.</td>
<td>Module or unit level objectives could be written by the instructor or come from the textbook and included in the corresponding online lesson.</td>
</tr>
<tr>
<td>2.5 The learning objectives of the course are articulated and specified on the module/unit level.</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 3: ⇒ ASSESSMENT AND MEASUREMENT

Summary:

Assessment strategies use established ways to measure effective learning, assess learner progress by reference to stated learning objectives, and are designed as essential to the learning process.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: What’s the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The types of assessments selected are consistent with course activities and measure the achievement of stated objectives and learning outcomes.</td>
<td>The assessment format used should be a meaningful way to measure the learning objective. Objectives, assessments, and learning activities should align. Examples of inconsistency: (1) The objective is to be able to “write a persuasive essay” but the assessment is a multiple-choice test. (2) The objective is to “demonstrate discipline-specific information literacy” and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments.</td>
</tr>
</tbody>
</table>
### 3.2 The grading policy is transparent and easy to understand.

At issue here is not the degree of simplicity or complexity of a given grading system itself, but the clarity of its presentation to the student. A relatively complex grading system can still be unambiguous and easy to understand.

### 3.3 Assessment and measurement strategies are designed to provide feedback to the learner.

Examples: Instructor participation in a discussion assignment; writing assignments that require submission of a draft for instructor comment and suggestions for improvement; quizzes that include informative feedback with each answer choice.

### 3.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.

The idea with this standard is to keep the technology as transparent as possible and to know its limits. For instance, oral presentations will be difficult. “Showing your work” for math problems is hard to do. Group projects, while very effective, often require detailed rubrics, instructions, and expectations.

### 3.5 “Self-check” or practice types of assignments are provided for quick learner feedback.

---

**SECTION 4:**

**LEARNING RESOURCES AND MATERIALS**

**Summary:**

Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes. Materials, other than standard textbook resources produced by recognized publishers, are prepared by the instructor and suitable for the online environment.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Annotation: What’s the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject.</strong></td>
<td>If some of the course resources, including textbooks, videos, CD-ROM, etc., are unavailable within the framework of the course website, consider how easy it is for students to access them and whether you could direct them to the appropriate information. Example: If textbooks and/or CDs are used, titles, authors, publishers, copyright dates, and information as to where copies can be obtained, are listed.</td>
</tr>
<tr>
<td><strong>4.2 Resources and materials are easily accessible to and usable by the learners.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4.3 The instructional function of the course elements (learning content, instructional methods, technologies, and course materials) is evident.</strong></td>
<td>How evident to the learner is the instructional function of all materials, technologies, and methods used in the course? For example: a course may be richly garnished with external links to Internet resources, but students may not know whether those resources are for background information, additional personal enrichment, or whether they are necessary for an assignment.</td>
</tr>
<tr>
<td><strong>4.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization, and level of detail throughout.</strong></td>
<td>Online courses often use multiple types of instructional materials, each of which may be organized differently: a textbook divided into chapters, video segments ordered by topic, the course website organized in modules, and a tutorial CD-ROM with functional units such as “quizzes”, “images”, and “Internet Links.” Consider the rhetoric of your materials and try to make it as consistent and succinct as possible.</td>
</tr>
<tr>
<td><strong>4.5 All instructional materials are presented in a visual format appropriate to the online environment.</strong></td>
<td>Web pages, PDF files and images are the most common and accessible files for the web. PowerPoint and Word files could be inappropriate for Mac users or anyone that does not have Microsoft Office.</td>
</tr>
</tbody>
</table>
SECTION 5:
⇒ LEARNER INTERACTION

Summary:

The effective design of instructor-student interaction, student-student interaction, meaningful learner cooperation, and student-content interaction is essential to learner motivation, intellectual commitment and personal development.

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<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: What’s the idea?</th>
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<tr>
<td>5.1 The types of activities selected are consistent with the achievement of stated learning outcomes.</td>
<td>“Types of activities” include everything from class discussions to practice quizzes, from tests to case simulation exercises.</td>
</tr>
<tr>
<td>5.2 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction.</td>
<td>The learning activities in the course should foster at least instructor-student and content-student interaction, for example: Instructor-learner: Self-introduction; discussion postings and responses; feedback on project assignments; one-to-one e-mail communication, etc. Learner-content: essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work projects, etc. Learner-learner: Self-introduction exercise; group discussion postings; group projects; peer critiques, etc.</td>
</tr>
<tr>
<td>5.3 Clear standards are set for instructor response and availability (turn-around time for email, grades posted, etc.)</td>
<td>The idea is that just because the “classroom” is open 24 hours a day does not mean students should expect instant feedback. Tell your students upfront that you’ll only be online every other day, or not on the weekends, or that they can expect a response within 48 hours.</td>
</tr>
<tr>
<td>5.4 The requirements for course interaction are clearly articulated.</td>
<td>Clear articulation of requirements is particularly important when a type of interaction (e.g. participation in the Discussion Board) is not optional. What are the penalties for non-participation? Impact on grade? How many posts do you expect per week? What is the quality of discussion you want to have? Example: some instructors post an example of an exceptional discussion so their students know what is expected of them in the Discussion Board.</td>
</tr>
<tr>
<td>5.5 The course design provides a variety of opportunities for interaction between instructor and learner.</td>
<td>Email, Discussion Board, Telephone, Chat Rooms, Feedback on projects, and Office Hours could all be included in this.</td>
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SECTION 6:
⇒ COURSE TECHNOLOGY

Summary:

To enhance student learning, course technology should function well, enrich instruction and foster learner interactivity.

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<tr>
<td>6.1 The selection and use of tools and media supports the learning objectives of the course and is integrated with texts and lesson</td>
<td>Students should know how the tools and media they are asked to use fit into their assignments and how they relate to the learning objectives. For example: A course might require viewing video materials, but it is not clear whether some of the video materials illustrate or support any learning objective.</td>
</tr>
</tbody>
</table>
6.2 The selection and use of tools and media enhances learner interactivity and guides the student to become a more active learner.

Include tools and media in the course that help students actively engage in the learning process rather than passively “absorb” information. Examples: automated ‘self-check’ exercises requiring learner response; animations, simulations, and games that require student input; software which tracks student interaction and progress; discussion board postings;

6.3 All technologies required for this course are either provided or easily downloadable.

For this standard, the term “technologies” would most likely cover a range of plug-ins such as Acrobat Reader, media players, etc. In addition, courses may require special software packages (word processing, math calculators...). The idea is to make these requirements known and as easy as possible for your students to get.

6.4 The selection and use of tools and media are compatible with existing standards of delivery modes.

As standards of delivery mode change over time (for example, from 28.8 modems to broadband), consider the least common denominator when designing web pages. A page might look great on your 21” monitor, but your students may have a 14” monitor. Additionally, video and audio often need to be compressed to make them accessible to dial-up users.

6.5 Instructions on how to access resources at a distance are sufficient and easy to understand.

Online students need to know about and be able to get to educational resources available to them by remote access to the Internet or to the local College Library. Information on these resources should be readily visible in the class and provide clear instructions on how to access them.

6.6 The course technologies take advantage of existing economies and efficiencies of delivery.

Innovative technologies appear on the market all the time. Ask a support person if you have questions about the best way to present your materials online. Example: PowerPoint presentations are traditionally contained in large-sized files that take a long time to load. Newer technology now allows the instructor/designer to zip those files for almost instant replay within existing course platforms like BlackBoard CE8.

SECTION 7:
⇒ LEARNER SUPPORT

Summary:

Courses are effectively supported for learners through fully accessible modes of delivery, resources, and learner support.

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<tr>
<td>7.1 The course instructions articulate or link to a clear description of the technical support offered. This standard is met by including the “Student Resources” dynamic footer on the homepage.</td>
<td>As the instructor, you are not expected to answer technical questions. Guide your students to the resources Chemeketa Online has set up for them. The “Student Resources” section at the bottom of your homepage has the basics, but you might find others.</td>
</tr>
<tr>
<td>7.2 Course instructions articulate or link to an explanation as to how the College’s academic support system can assist the learner in effectively using the resources provided.</td>
<td>Online students can feel more disconnected from the campus than traditional students, so guiding them to academic support services from within the course context is beneficial to everyone.</td>
</tr>
<tr>
<td>7.3 Course instructions articulate or link to an explanation of how the College’s student support services can assist the learner in effectively using the resources provided.</td>
<td>Example: Chemeketa has an Online Writing Lab which students can use to submit their papers electronically and get feedback the next day from a qualified tutor. Another Example: My Chemeketa</td>
</tr>
</tbody>
</table>
### 7.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.

The idea is to bring as much of the campus resources to the distant student through the computer. Links to the Library, ELearn tutorials, MLA guidelines, etc. are all appropriate.

### SECTION 8:  
⇒ ADA COMPLIANCE

**Summary:**

Access to course resources is in accordance with Section 508 of the American with Disabilities Act.

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<tbody>
<tr>
<td>8.1 ADA statement and link to Students with Disabilities Office.</td>
<td>The idea is to direct students who need accommodations to the resources they need.</td>
</tr>
<tr>
<td>8.2 Web pages provide equivalent alternatives to auditory and visual content.</td>
<td>If you use multimedia, it is a good idea to include equivalent textual representations of images, audio, animations, and video in the course website.</td>
</tr>
<tr>
<td>8.3 Web pages have links that are self-describing and meaningful.</td>
<td>When instructors provide links to Internet content, they should also provide useful descriptions of what students will find at those sites. Instead of “click here” or <a href="http://www.webaddress.com">http://www.webaddress.com</a>, try something like: Microsoft offers virus removal program is an interesting article on MSNBC’s site that describes the company’s plan to develop virus software for home computers.</td>
</tr>
<tr>
<td>8.4 Information conveyed on Web pages in color is also available without color.</td>
<td>If web pages in the course are viewed by individuals who cannot perceive color accurately, the information on the pages should still be readable and understandable. It might be a good idea to use bolds and italics instead of color to stress certain things. And it is usually a good idea to use a white background with dark text.</td>
</tr>
</tbody>
</table>
A student may request a test proctor only if the student cannot come to a Chemeketa Community College campus because of distance, or because the student requests an accommodation due to a disability. It is the responsibility of the student to locate a proctor and have the proctor approved by the Chemeketa instructor. To do this, a student must submit this completed request to the instructor a minimum of two weeks before the scheduled test.

Students have two options in selecting a proctor:

Option 1: It is expected that you will choose a local college or university testing center or test proctor coordinator if this is available. Even if a college does not have a specific testing center, most will have a person responsible for coordinating requests for proctoring exams. Option 2 will only be considered if Option 1 is not available in your area.

Option 2: If a college or university site is not available, you may request that a local school professional be selected. Examples of potential proctors include administrators, counselors, and librarians. If you select Option 2, you will need to have the person selected complete the last section of this form. With this option, the proctor will have to document employment position with a current business card or other verification.

All tests will be mailed directly to the approved proctor. Each test will include instructions such as the name of the student and time allotted for the test and if any notes or books may be used. A self-addressed stamped envelope will be included for the proctor to use in returning the test to Chemeketa.

Any charges incurred for the proctoring service are the responsibility of the student.
TEST PROCTOR REQUEST

Student Name:

Mailing Address:

Telephone number: (Day) (Evening)

K-Number:

OPTION 1:

Name of College/University:

Test Proctor Coordinator:

Mailing Address:

Telephone Number:

OPTION 2:

Name:

Title:

Organization:

Mailing Address:

Telephone Number:

To be completed by proctor when using Option 2:

I agree to proctor tests mailed to me from Chemeketa Community College for student - according to the instructions included with the test.

I agree to personally deposit the test, in the postage-paid envelope provided, in the mail at the completion of testing.

I am enclosing a business card or other documentation confirming my current occupation.

I understand that any costs involved in test proctoring are the responsibility of the student.

I understand that it is the responsibility of the student to schedule a testing time with me.

____________________________________

Signature of Proctor
APPENDIX F: Registration Email for Online Students

Welcome!

We are happy that you have registered for an online course. This email is intended to help you get started and provide helpful information about other resources to support you.

Online classes will begin the same day as all other classes at Chemeketa Community College.

If you are interested in learning more about any upgrades or learning more about your class before the term begins go to http://online.chemeketa.edu, and click on our "Online Orientation" link. This will give you a chance to explore our online orientation materials and discover any improvements in the system. We highly recommend that you perform a browser check before logging in to ensure your computer is properly configured to use this course management software.

When the term begins:
Go to http://online.chemeketa.edu
To access your class directly, click on the "Chemeketa College Students" button. Next, select the correct term and then click on the “Go to class” button next to the CRN number of your respective class. Information about direct access to your class with shortcuts will be available at this location.

If you have trouble with access to your course and need technical support:
Web: http://online.chemeketa.edu/support/
E-mail: online@chemeketa.edu
Phone: 503-399-7399, Option 1
Technical support is available 24 hours a day!

For general information about the Distance Education program contact:
Web: online@chemeketa.edu
Phone: 503-399-7873
(Monday-Friday, 8am-5pm, PST)

Below are some other important links you may find useful:

Chemeketa Bookstore
http://bookstore.chemeketa.edu You can search for and purchase your books online. Order early to ensure delivery by the beginning of the term.

Chemeketa Community College Library
http://library.chemeketa.edu/library/services/distant.htm Find information about the library, its services, and get access to information resources.

Online Writing Center
http://learning.chemeketa.edu/workshops/workshop_instructions.cfm#cwc
Get help with your writing process. Whether it’s brainstorming, sentence structure, paragraph development, phrasing your thesis, or documenting your sources, you’ll get help in clarifying your ideas. There is no cost to register for this course.

Thank you and have a great term!
Chemeketa Online-Distance Education Department