



**Online Teaching and Learning Task Force Report  
March 31, 2010**

Megan Mullen and Jim Robinson

## Background

In October 2009, Chancellor Debbie Ford and Interim Associate Provost Dennis Rome requested that James Robinson (Director, Teaching & Learning Center) and Megan Mullen (Associate Professor and Chair, Communication Department) co-propose and subsequently co-chair a task force on online teaching and learning, charged with making practical recommendations to implement, in as expedited a fashion as possible, an online course program suitable to the institutional needs and resources of UW-Parkside.

The task force was formed officially and formally launched in November 2009, with the following initial membership:

- Patricia Eaton, Information Processing Consultant
- Susan Hawkins-Wilding, Director, Advising and Career Center
- Catherine Jameson, Campus Budget Officer
- Rhonda Kimmel, Registrar
- James McKeever, Professor, Music (resigned from task force, February 2010)
- Jose Noriega, Chief Information Officer
- Sue Norton, Professor, Business
- John Skalbeck, Interim Director, Center for Community Partnerships and Associate Professor, Geosciences

Other members to join the task force include:

- Erika Behling, Academic Librarian
- Vanaja Menon, Director, Library
- Marie Smith, Career Development Coordinator

Other functional areas that were consulted:

- Christine Tutlewski, Director, Learning Assistance
- Randall McCready, Director, Financial Aid

## Method of Compiling Recommendations

Following several months of research, meetings, and discussion, task force members and others were asked to respond to the following survey questions.

1. With respect to you and/or your “area” specifically, what needs do you consider *absolutely essential* to support up to ten new online courses in Spring 2011?
2. Please think in terms of conceptual needs (e.g., an efficient way to send logistical information to online students at the time they enroll), staffing needs (e.g., another staff member with expertise in the D2L software), and material needs (e.g., a software program to administer end-of-semester course evaluations).

3. With respect to you and/or your “area” specifically, what needs do you consider *integral to* running a successful online program, regardless of specific goals or configuration, by Spring 2015? Please draw from the categories and examples in the first question.

Robinson and Mullen then sorted the survey results into a series of recommendations (“action points”) for administrators. Feedback from the campus community was then sought through a Teaching & Learning Center Brown Bag discussion. The entire task force discussed content and possible revisions prior to final submission of the document.

Mullen and Robinson, with the agreement of the other task force members, decided to present two sets of recommendations because we envision two different but related scenarios: a short-term scenario (Spring 2011) and a longer-term scenario (Spring 2015). The 2011 scenario is meant to frame immediate short-term needs and is based primarily on what would need to be in place at UW-Parkside in order for the instructors developing online courses in a Summer 2010 workshop to teach those courses successfully the following Spring semester. The 2015 scenario represents a more ideal scenario—though one nonetheless vital to the longevity and profitability of an online course program at UW-Parkside.

### **Short-Term Recommendations (focus on Spring 2011)**

In the short term, there should be enough support mechanisms in place so that faculty, staff, and students are participating in an online teaching and learning scenario that will give realistic indications as to what a more fully developed online program would need in order to be sustainable, indeed profitable, over the long term. This would involve an ongoing program of quality assessment to establish and maintain the highest possible standards for the long term. It would also involve market research to determine the sorts of online courses and/or programs that would serve current students as well as attract new students. Consideration of how UW-Parkside’s online offerings would compliment and utilize existing UW-System e-Campus resources would be a part of this investigation.

- **We need to communicate directly and effectively with current and prospective online students—including positive marketing messages; expectations and best practices for online learning generally; assistance with student preparedness, registration (and related services such as financial aid); and clear, easy-to-locate information that is specific to individual courses.**
  - There should be clear definitions of “online,” “hybrid,” and “blended” courses not only for communication with students, but also so that the Registrar can provide the proper coding in agreement with the conventions of the UW-System e-Campus and other functions.
  - A professionally designed UW-P Online website should be developed and linked from the University home page that not only directs students to current and upcoming online course offerings, but also links them to information from relevant support, including but not limited to, the Registrar’s Office, Library, Learning Assistance, and the Advising and Career Center. It should also provide a sense of belonging through social media features of a UW-Parkside online community. It would be the entry point for students who were referred to UW-Parkside from the University of Wisconsin e-campus online portal website.

- Student readiness for online courses should be supported through linkages to or services provided by UW- Parkside akin to the Student Online Readiness Tool, [SORT](http://alt.usg.edu/sort/). (<http://alt.usg.edu/sort/>).
- There needs to be a way to collect student enrollment information so that students enrolling in an online course will automatically receive a message from the instructor regarding course policies and procedures, as well as general information on online learning provided by the University.
- Advising and Career Center staff should update existing online support services to include both an online orientation to their own services and an orientation to online learning generally (with a goal of helping students determine whether or not online course work is a good choice for them personally).
- Online students should be identifiable as a specific category for the purpose of being reached and targeted for various support services, including advising. Assuring staff awareness of a student's online status will allow for specific needs to be considered and addressed.
- There needs to be a way to define and code special fee categories and corresponding services for online students.
- It needs to be determined whether or not there should be an across-the-board fee for online students that would cover such "unique" costs as shipping library materials.
- Online students should be targeted for UW-P's other online services such as tutoring or student clubs. The online components of these will need to be created and made available through the common gateway of the UW-P Online website.
- Library resources should be expanded to include more time and means for departmental library liaisons to maintain their availability to online learners.
- There needs to be a short-term plan for tutoring online students, developed by or in consultation with Learning Assistance.
- Online students should have easy access to technical help. A decision needs to be made as to whether this should be developed in-house or contracted out to, for example, Madison D2L support. We should continue to investigate services our campus already has access to in order to maximize their potential.
- As UW-P continues to develop consortial programs in collaboration with other institutions, there needs to be means of ensuring all enrolled students equitable access to library resources and other needed materials that might be located at different institutions.
- The university should develop policies regarding Interlibrary Loan use by online and/or distance learners, as well as other (especially digital) information resources online students might need access to (e.g., video documentaries or movies, musical recordings). If this is to

be done by the Library alone, augmented staffing and other resources will need to be considered.

- Plans should be developed by other business offices (e.g., Registrar, Financial Aid, Bookstore, Cashier) for serving online students who cannot come to campus.
- Market research needs to be initiated that can provide a basis for informed decisions of both the future academic year as well as the longer term. Course offerings and/or signature programs should be based upon research data.<sup>1</sup>

➤ **We need to encourage and support online instructors consistently and in various ways, so that they in turn can offer a quality online experience to students.**

- A variety of logistical supports needs to be in place to ensure that instructors provide the highest possible quality of instruction and minimize any frustration students might experience moving into the online environment.
  - A set of best practices for online teaching should be in place, with a view toward augmented staffing to assist online instructors in implementing these. We recommend requiring that these best practices be linked conceptually to the Quality Matters (QM) assessment rubric<sup>2</sup>.
  - A standard list of hardware and software needs for online learning should be available to online instructors so they might more effectively communicate to students what sorts of technology they would need access to for a given course. Recognizing that not all courses would have the same technological needs, we nonetheless recommend a list of typical needs as a way to remind instructors of what to communicate. These would include:
    - Officially supported software applications (e.g., Microsoft Word, Adobe Acrobat)
    - Minimum RAM and operating system requirements
    - Broadband access
    - A variety of course-specific software (e.g., Adobe Creative Suite), which may vary by discipline, to facilitate learning in an online environment.
  - There needs to be more consideration of tools that can be embedded in D2L (e.g. e-portfolio, Respondus or Elluminate). We as an institution need a better sense of all D2L has to offer and what our institution might want to pay additional fees for. There might be additional tools available through D2L's corporate offices that we are not yet aware of.
  - Online instructors should have assistance with obtaining copyright clearance and maintaining copyright compliance for online reserve items and other course materials. It

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<sup>1</sup> See Appendix A for a student's view of preferred online offerings.

<sup>2</sup> See Appendix B for Quality Matters cost and services information.

needs to be determined whose responsibility this will be and which entities should bear the cost.

- There should be encouragement for online instructors, especially those who are new to this pedagogy, to use formative assessment. This could be done by an online faculty member through the D2L survey tool or completed by a third party to help assure student confidence in the anonymity of their responses.
- There must be a reliable way to administer anonymous end-of-semester course questionnaires linked through the D2L course site. These online summative assessment instruments need to be developed and should include questions that address student learning in the online environment. To help assure students of the anonymity of their responses, the instruments should be provided through in-house software that is independent of D2L (e.g. Qualtrics or Remark Web Survey).
- Online instructors should have assistance, when needed, with exam proctoring—particularly for distant online students.
- Online instructors need clear policy and communication regarding the use of third-party “packaged” or turn-key online courses.
- A uniform campus-wide policy should be put into place by which to compensate online instructors fairly for both initial course development and ongoing teaching of those courses.
  - Instructors should be consistently and fairly supported and compensated for initial course development.
  - Ongoing teaching of online courses, when not part of regular load, should be compensated as overload. In some cases, departments will need to be compensated for instructors’ online teaching with adjunct support.

➤ **There needs to be a solid and well maintained infrastructure, as well as a consistent message of quality.**

- We recommend the use of a standard D2L interface at the level of the course home page. This would give students predictable places to look for essential course information.
- We recommend that a library widget be embedded within all online course D2L sites and that there be ways for library liaisons to easily contact online students as well as ways to provide course-long access to all online students regardless of whether or not those students are regular UW-P students.
- All necessary documentation (for registration, financial aid, etc.) must be made available in an editable, downloadable format that can be filled out and returned digitally. It should work across both PC and Mac platforms.

- A decision needs to be made regarding in-house provision of certain functions versus outsourcing to a service such as Learning Innovations. Such functions would include, for example, registrations of students, managing passwords, etc.
  - A similar decision also needs to be made with regard to both marketing and market research. Both are available, for example, through Learning Innovations and/or UW-Online and/or UW-Extension; but do we want to forge a formal connection with an outside organization simply for these services—for which there are alternatives?
  - There should be clear definitions of “online,” “hybrid,” and “blended” courses not only for communication with students, but also so that the Registrar can provide the proper coding in agreement with the conventions of the UW-System e-Campus and other functions.
  - Conversations need to be taking place, as well as studies carried out, during the 2010-11 academic year and beyond as to what form(s) a program of online courses at UW-Parkside should take. Among the possibilities:
    - “Destination” programs for either degree or degree completion
      - In-house
      - Consortial
    - General Education courses that would give existing students scheduling flexibility and potentially offer degree-completion options
    - Other courses, including courses on uncommon topics that might draw students from other institutions
    - Courses that would be identified as fulfilling the needs of our local Milwaukee- Chicago corridor community.
- **Any successful online program needs to be well staffed and subsidized by adequate funds in the short term.**
- There is an *urgent* need for at least one more staff member in D2L administration and instructional technology support.
  - In the longer term, additional staffing will also be needed, for example, in the Registrar’s Office, the Library, and the Teaching and Learning Center. Planning for these positions should begin in the short term.

### **Longer-Term Recommendations (focus on Spring 2015)**

A 2015 scenario is difficult to imagine at the present. However we feel that this date is close enough to be reasonable for longer-term planning. In this section we call attention mainly to key decisions that will need to be made once UW-Parkside has begun to establish its presence in the online higher education environment.

- **By this point, there should be at least a nascent administrative unit in place that is responsible for overseeing and coordinating online teaching and learning initiatives across campus. Such a unit might operate in conjunction with existing non-traditional teaching and learning initiatives, such as Weekend College.**
- **A campus-wide, governance-approved policy on online teaching and learning should be in place. This policy should be the result of both the efforts of the Online Teaching and Learning Task Force and relevant governance bodies. It should reflect lessons learned from the 2011 scenario as well as best practices more generally.<sup>3</sup>**
  - There needs to be a clear and well communicated understanding about what is the online equivalent of “seat time,” as well as expected online work load per credit.
  - Registration-related functions for online courses (e.g., add/drop dates and policies, administrative drops) should be clarified and codified. This information should be made available on the UW-Parkside Online website.
  - Appropriate communication from departments to the Registrar’s Office needs to be established to include any additional fees involved or special requirements (such as course prerequisites or special hardware or software) for online courses proposed.
  - Non-traditional course offering timeframes are a growing concern in online teaching and learning. For example, courses with variable start dates and durations are popular, especially with non-traditional students. However if UW-P decides to pursue these options, there need to be clear guidelines regarding registration, instructor load/compensation, tuition/fees, and expectations for students. It should be noted that this decision will need to take place on a large scale and involve multiple staff and offices on campus.
  - There needs to be a clear and well communicated understanding about enrollment caps for online courses. Policy in this area should be mindful of teaching and learning quality.
  - There needs to be clear guidelines and expectations at both the departmental and campus levels regarding the assignment of online courses. Should online teaching be standard, expected, or required? Should a limit be placed on any one instructor’s online teaching load?
  - There will need to be a protocol for registering and maintaining records on students not currently active in PeopleSoft and similar consideration of HR records for newly hired instructors as well.

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<sup>3</sup> See Appendix C for a copy of the draft online policy.

- Once established the guidelines noted above should be reflected consistently in all related documents (e.g. PARs, strategic plans, etc.)
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- **Suggested staffing from the 2011 scenario should be examined and discussed periodically such that needed hiring can be carried out in a timeframe that will not disrupt or sideline existing online teaching and learning.**
  - **By this point, the technical infrastructure should be capable of supporting whatever online courses/program UW-Parkside has decided to provide.**
    - An assessment needs to be made regarding the ongoing availability and desirability for our campus of the video streaming we currently have access to through UW-Madison.
    - Considerations of bandwidth and network capacity should be studied and necessary upgrades made.
    - Additional features available through D2L but not part of the standard package should be re-evaluated for their value and application to the totally online environment.
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- **There should be consistent and ongoing support for online students, such that an online student has access to virtually all services that are available to a campus-based student.**
    - All efforts discussed in the 2011 scenario should be continued, adjusted, and expanded as needed to accommodate the courses and configurations that emerge.
    - A full-fledged program of “embedding” key academic support personnel in online courses should be, if not in place by this point, at least in the development stages. Such personnel would include librarians, career counselors, academic support staff, and others.
    - Academic support services should be available to online students as they are to campus-based students. These could be either “homegrown” (probably needing additional human resources) or contracted to a third party service such as SMARTHINKING or Ask Online. (<http://www.smarthinking.com/>, <http://www.askonline.net/> ).
    - Where there are fully online programs, there needs to be a way of ensuring high quality and online-relevant advising, whether through the department or through the Advising and Career Center.

- **There should be consistent and ongoing support for online instructors, such that an online instructor has access to virtually all services that are available for classroom teaching.**
  - A policy decision should have been made by this point regarding consistency of course design, syllabi, and other meta-components of courses.
  - Assessment and quality control mechanisms discussed above should be in place and functioning routinely.
  - There should be ongoing training available for new online instructors. The training should be mindful of the additional development time new faculty will require to produce a quality course.
  - Since the technology changes so frequently and rapidly, online instructors should be invited to collaborate in a community of practice. This might take the form of an online “users group” that meets periodically and possibly sends delegates to conferences and other professional development events.
  - Experienced online instructors should have regular professional development opportunities that would encourage the expansion of online teaching and learning into new Internet-based applications such as Second Life and various social networking applications. The goal of this would be to better prepare students for a work environment that increasingly values experience and professionalism in these types of applications.
  - Students enrolled in programs such as graphic design/digital art or computer science should be considered as a possible resource to assist in creating online content, learning objects, and other materials for online courses.
  
- **In the rapidly changing world of higher education, especially as it involves new forms of delivery, students should experience minimal difficulty with registration, articulation, and any other processes through which they might become involved with UW-Parkside courses and programs. At the same time, an online program must be mindful of any and all existing policies and procedures.**
  - There should be a clear goal and mission for the program in terms of the following possible course and program configurations:
    - “Destination” programs for either degree or degree completion
      - In-house
      - Consortial
    - General Education courses that would give existing students scheduling flexibility and potentially offer degree-completion options

- Other courses, including courses on uncommon topics that might draw students from other institutions
  - UW-Parkside needs to be prepared for increasing numbers of students who completed high school online. We need to study the learning styles and expectations of this cohort, and be prepared to offer them a quality education on their terms. Training should be provided to advisors to assist this cohort with their specific needs.
  - There should be clear articulation agreements between UW-P and likely institutions for the transfer (both to and from) of online credits. Moreover there should be a fairly quick and efficient means of assessing transfer course work generally in order to expedite admissions decisions for students applying to online programs.
  - UW-Parkside needs to be prepared for students more interested in a self-tailored combination of courses than in a specific degree or institution *per se*. This will involve articulation agreements, but it might also involve degree programs that are flexible enough to accommodate this type of student. Considerations would include:
    - Overall structuring of the program to ensure success for students with a variety of educational needs and backgrounds
    - Accommodating the “swirling students,” who seek to complete their college degrees by completing a variety of courses at any number of different institutions
    - Reassessing the residency requirement so as to allow maximum flexibility in degree completion while still maintaining the integrity of the UW-Parkside degree
- **An online program should be attractive to and easily understood by any student first encountering it.**
- UW-P Online should be uniquely and clearly branded as both semi-autonomous and integrated with the University. The program should be marketed professionally.
  - The UW-P Online website discussed above should be refined in terms of design, usability, content categories and links, accessibility, and availability (e.g., linked to key external sites).
  - The online status of a course should be readily apparent to a student browsing the course schedule—through departmental/program listings, a list of non-traditional scheduling options (including evening, weekend, and late-starting courses), and separate list of fully online courses.

## Conclusions

It should be clear from this report that UW-Parkside stands at a critical crossroads with regard to online teaching and learning. While a handful of instructors have already begun teaching online—whether independently or as part of UW-System consortial initiatives, most have little to no experience with this type of course delivery and its related pedagogies. It is tacit that formally launching a program on online courses involves some critical decisions at the start—related to cost, instructor training, policies, course/program formats, and a number of other issues.

We would particularly call attention to the issue of staffing—in terms of instructor encouragement, load, and compensation, but even more importantly in terms of the support personnel whose functions really make or break online initiatives. No student, no matter how conscientious or motivated, can successfully complete a course in isolation from functions of the Registrar's Office. And most students would be foolish to overlook functions of the Library, Advising Center, Bookstore, and other campus offices or entities. Yet these student support functions are not as readily obvious or accessible to the online student as they are to the campus-based student. Moreover, there are various types of student support that are needed more by the online student than by the campus-based student. These include, among others, access to digital learning environments and technical support.

Most instructors cannot successfully teach online courses without various types of support—ranging from assistance with copyright clearance for online materials to assistance with the functions of D2L to an array of destinations to which to refer students needing extra help with course content and access. Training available to potential online instructors though a summer workshop is definitely needed and appreciated, however, there is more than just effective training involved. UW-Parkside faculty and staff already work very hard and fill multiple roles on campus. Any initiative is doomed to fail if it adds an additional burden to already over tapped employees.

The most critical issue at the present time—not surprisingly—relates to staffing and budget. While it is agreed that any start-up operation needs deficit funding, the hope and expectation is that it would be revenue-generating in the long term—not to mention offering tremendous potential to build a forward-looking public image for our institution. This is not a given, however; rather it is a matter of careful planning and use of resources from the start. This said, the point cannot be made strongly enough that *more support staffing is needed both in the short term and in the longer term*. Already, the one full-time staff member overseeing D2L functions is overloaded with set-up and maintenance of just the existing D2L-reliant or D2L-augmented courses. Without additional support in this area, a successful program of online courses seems severely hampered from the outset. The stress a critical staffing shortage such as this would put on both instructors and students seems almost certain to create a slippery slope leading to eventual program failure, not to mention damage to the institution's reputation.

The goals and directions for online teaching and learning align with many of the initiatives in our strategic plan specifically those related to enrollment management, academic rigor, and inclusivity and diversity.

**Appendix A: Student Perspective**  
(COMM 108 002, Spring 2010—  
reprinted from the course D2I discussion  
board with the student's permission)



Re: Future of the Internet

[Marisa Ryan](#) Mar 5, 2010 10:49 PM

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That's a great question. Since I am a non-traditional student I really battled with myself over what kind of school I wanted to attend when I decided to start. I've had to balance a full-time job and family life. I could've gone for an online degree but I felt something was missing. I wanted to get the "college experience." Parkside definitely needs to add more online courses to keep up with all the competition out there. With regards to competition with Phoenix, I guess it all depends in what demographic Parkside is looking to court. I think there are always going to be the younger students right out of high school that will come here. But if Parkside wants to bring in more non-traditional type students they will definitely need more online options.

Ultimately, if you want to do everything online you're not going to come to a 4-year university. But for those people like me who are on the fence about what to kind of school to choose, knowing that there are online options would make Parkside an easier choice. More options is going to appeal to the most people. Parkside could have an advantage in that people could really intersperse their schedules with in-class lectures, where they meet people/socialize/get that college experience, while taking some online classes-where they don't have to worry about leaving work early or finding a babysitter so they can go to class.

PARTIAL THREAD:

<<< Replied to message below >>>

Authored by: Megan Mullen

Authored on: Mar 5, 2010 4:29 PM

Subject: Re: Future of the Internet

Tell me, Marisa, once Parkside has developed a bigger repertoire of online courses, how do you see it competing with Kaplan, Phoenix, et al? I'm really curious about a student's perspective on this.

<<< Replied to message below >>>

Authored by: Marisa Ryan

Authored on: Mar 4, 2010 3:58 PM

Subject: Re: Future of the Internet

I completely agree with you both. I definitely see more online education in the future, even for young kids. Online universities like Kaplan and University of Phoenix are extremely popular nowadays for adults. Even in the corporate world many people are working from home as there isn't a need to come into work when you can do it all from home. With smartphones we're always contacted. There is WiFi everywhere-even McDonalds! I just see the internet continuing to grow in ways we can't even comprehend now.

ORIGINAL QUESTION:

Authored by: Megan Mullen

Authored on: Feb 28, 2010 12:25 PM

Subject: Future of the Internet

How do you see the Internet developing and being part of our lives in the near and distant future?

**Appendix B: Cost Estimate for Quality Matters**

As a vehicle to help assure a high quality experience for online students while providing manageable constructive feedback for new online instructors the following cost estimate is provided. The level of service this represents is still under investigation.

## **Quality Matters**

### Inter-Institutional Quality Assurance in Online Learning

#### ***Basic Option***

**Fee:**

\$1,500

**Subscription Term:**

1 Year

**Benefits:**

- Access to the fully automated, web-based Quality Matters rubric
- Discounts on QM training
- One seat in the Institution Representative Training
- Participation in the QM Users' Group

**Recommended For:**

- Institutions wanting to "test the waters" of a QM subscription without the financial investment required of a full implementation subscription
- Institutions not intending to run official course reviews but wanting to use or adapt the tools as desired for their schools' internal efforts.
- Institutions wanting time to gain faculty buy-in with a general introduction to the QM model before they begin to implement an official course review process.

**Appendix C: Draft Online Policy Document**  
(Developed by a sub-committee to the  
Committee on Academic Planning  
during the 2008-09 academic year)

02-05-09 Draft

### Policy for Online Courses

1. Online courses must be reviewed by the Course and Curriculum committee with emphasis on the impact of online delivery regarding learning outcomes. Course proposals need to outline differences, if any, in learning goals between the face-to-face and online versions of the course. Also discussion of the differences on how the learning goals are achieved between the face-to-face and online versions needs to be included. For courses without any face-to-face counterparts, the course proposal needs to indicate the learning goals and how these learning goals are going to be achieved given the parameters of the online domain.
2. Online courses are different from correspondence courses. Online courses cannot be more than a semester in duration. Their actual duration may vary, just as for face-to-face courses, depending on the number of credits and the term of offering. Online courses should require students to submit their work on a regular basis. The frequency of work submitted by students may range from weekly (for items such as discussions) to bi-weekly (e.g. homeworks) to monthly (e.g. Exams). Online courses offer the opportunity to engage special populations and are not intended to replace face-to-face courses, unless online delivery offers advantages related to learning outcomes.
3. Faculty/staff will provide instruction using online delivery at no more than 2/3 of his/her teaching load during any given semester. However, exceptions may occur when the College Dean is assured that the faculty member's teaching and non-teaching responsibilities will not be compromised.
4. Use of adjunct instructors for online courses requires that suitable expertise for instruction is unavailable on UW-Parkside campus and subsequent approval by the College Dean. For collaborative programs such as the Consortial MBA Online program or the Sustainable Management degree program, it is understood that not all courses in the program are taught by UW-Parkside faculty/staff. In such cases, it is expected that qualified instructors (full-time or adjuncts) are hired by the consortium to teach the courses in the program. The consortial agreements govern this process, and UW-Parkside works with the consortium to ensure this.
5. Online courses count towards an instructor's teaching load just as face-to-face classes. If online courses are taught on an overload basis, they are subject to the same overload policy as face-to-face courses.
6. Faculty/Staff engaged in online delivery must:
  - a. Be appropriately trained in a suitable technology for online delivery as approved by their Department Chair.
  - b. Have their online courses ready for students no later than the beginning of the preview week prior to the official start of the term. In general, preview week is one week prior to the start date for the online course. Minimum standards for the materials that should be posted by the preview week include syllabus, learning goals, course schedule (including required campus visits, if any), and all materials to be used by students within the first half of the course.
  - c. Proctor their own exams (if the exam is not online) with a reasonable schedule for students traveling a distance.

- d. Follow content requirements as indicated on course syllabus.
- e. Administer final course evaluations to students for all online courses taught each semester.
- f. The midterm course/instructor evaluation policy for online courses should be similar to the policy for face-to-face courses. For example, if the instructor is new and/or the course is newly offered and/or the course has been significantly redesigned since previous offerings, midterm evaluations must be conducted for the course. The use of formative evaluations instruments should be encouraged throughout the course.
- g. Be appropriately responsive to student postings and emails. Student queries submitted via email or "Ask the professor" feature or other mechanisms should be answered within at least two business days.
- h. Be available for any other faculty duties as required by the department, college, or campus.
- i. Use an appropriate textbook for the course. It is possible that some courses do not have textbooks but may use materials and readings from other sources.
- j. The same grade appeal procedures and timelines used for face-to-face courses will be followed. Phone calls or emails can count as contact.
- k. Sometimes links that you might include in your course materials will take students to sites with ads or other solicitations. It is prudent to warn students of such possibilities and that the link to that site does not constitute an endorsement by UW-Parkside.
- l. Comply with UW-Parkside's Copyright Policy (Policy #76; provide hyperlink in final version) and federal law when duplicating print materials and periodical publications, and when including video or broadcast programming, software materials, digital materials, music, or web-based materials in their courses.