



UMES Office of Academic Affairs in Conjunction with the Center for Instructional Technology and the Online Learning Policies and Procedures Committee:

Guidelines and Requirements for Hybrid and Fully Online Courses

In order to assure that fully online courses are of a high quality, the Center for Instructional Technology, in cooperation with the UMES Online Learning Policies and Procedures Committee, has developed a set of guidelines and requirements. The UMES Online Learning Policies and Procedures Committee (OLPPC) was established by the UMES Office of the Vice President for Academic Affairs and is comprised of faculty and administrators and headed by the Director of the Center for Instructional Technology.

To clarify understanding, e-learning has been broken down into three distinct forms of instruction.

1. **Fully Online Instruction-** All instruction occurs online with no classroom based learning. A course management system such as Blackboard or Blackboard CE is used to facilitate the delivery of curricular materials, critical interactions, assessment activities, course projects, and administration with extensive and intensive feedback and interaction between students and the instructor. Students receive 3 credit hours (or the total credit value of the course) toward the University System of Maryland Alternative Credit Requirement.
2. **Hybrid Instruction-** Hybrid courses blend face-to-face interaction with online learning and customarily involve the delivery of curricular materials, access to resources, submission of assignments, project based learning, learning activities that foster higher order thinking, and online communications that may be asynchronous or synchronous in nature. In order for a class to be considered hybrid, actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities. With a hybrid course, students taking a three or four credit course receive 1 credit hour toward the University System of Maryland Alternative Credit Requirement.
3. **Web-Assisted Instruction-** Classroom learning that is facilitated (assisted) by the World Wide Web. It is the goal of the Center for Instructional Technology that, in the future, the vast majority of courses offered at the University of Maryland Eastern Shore will be web-assisted to some extent. Web-Assisted courses do not contribute any time towards the University System of Maryland Alternative Credit Requirement.

Fully Online Instruction

All fully-online courses must be approved by the Online Course Review Committee, a sub-committee of the UMES OLPPC, as pedagogically sound before being considered as a fully online course by the University. Fully online courses will have the word online added to the course name; for example, BUED 213Online. All instructors developing a fully-online course for the first time must meet with a representative of the Center for Instructional Technology for consultation. The consultation and, if necessary, follow up sessions may include training, assistance in presenting curriculum concepts, and/or technical support.

To ensure that faculty is well prepared to use the Blackboard CE6 Vista Course Management System, all faculty users are required to take training and complete a basic skills test for which they will receive a certificate. Individuals wishing to teach fully online courses will be required to take a second level skills test. The competencies and criteria for both tests are included in [Appendix A](#).

The Center for Instructional Technology is committed to providing expedient support to faculty involved in e-learning. To assist this cause, a request form has been made available online for downloading, completing and getting required signatures as illustrated in [Appendix B](#).

In order to assure that fully online courses are of a high quality, the UMES Vice President of Academic Affairs and the Center for Instructional Technology have developed a set of [guidelines and requirements](#).

An approved rubric will be utilized to evaluate courses. A minimum score of 32 out of a possible 42 points is required for approval. Developers of courses will receive a copy of the rubric as well as suggestions for course improvement. Courses that do not meet the minimum score may be resubmitted and reconsidered following revision (see [Appendix E](#)).

The submission and approval process is as follows:

1. Obtain hard copy of form ([Appendix B](#))
2. Fill in all information and present form to Department Chair for approval.
3. Send completed form the Dean of your school for approval.
4. Send completed and signed form to the Center for Instructional Technology.
5. The Center for Instructional Technology will contact faculty for a preliminary meeting.
6. Present completed course to the OLPPC for review.
7. Committee recommends revisions or passes approval along to the Office of the Vice President for Academic Affairs for final approval.
8. Course is taught.
9. At the completion of the course, results are presented to the OLPPC.

Hybrid Instruction

Research has shown that hybrid learning is an effective and efficient way of expanding course content so as to allow and support more in-depth delivery and analysis of knowledge (Buzzetto-More & Sweat-Guy, 2006). They have been shown to address the frustrations and limitations commonly found with fully online education (Hodges, 2004) with success rates higher than their fully online and face to face counterparts (Dziuban and Moskal, 2001). It has been predicted that the hybrid teaching method may eventually become the norm in higher education (Buzzetto-More & Sweat-Guy, 2006) as studies continue to find that the hybrid model posed the most substantive benefits for teaching and learning (Young, 2002).

The University of Maryland Eastern Shore's Center for Instructional Technology recommends that faculty who are developing course websites begin moving toward a hybrid structure in subsequent semesters.

Criteria have been established for courses to be designated hybrid (see [Appendix C](#)). . Hybrid courses will have the word hybrid added to their name; for example, BUAD 213Hybrid. Each three credit hybrid course will contribute one credit toward the Alternative Credit Requirement

Criteria will be approved by the online learning committee and the Instructional Technology Task Force. Courses seeking hybrid designation do not require review by the Center for Instructional Technology but do require the submission of a form that includes approval by the chair of the academic department as well as the dean of the school (See [Appendix D](#)).

Prospective Student Responsibilities

It is the goal of the University and the Center for Instructional Technology that students succeed in online courses. As a result, initiatives are being put into place to ensure student readiness. The Center for Instructional Technology is open and available to all students for consultation and/or training for skills necessary to successfully complete fully online classes.

Additionally, students will be required to sign an E-Learning Responsibility and Agreement Contract which is included in [Appendix F](#).

Forms are available for download to all Student Advisors at <http://www.umes.edu/insttech>

Appendix A

Blackboard Competencies I – Exam and Lesson

Course Setup:

1. Enter new course and set up a blank course.

2. Select Tools under Manage Course.
3. Create a Word Document, Excel Document, and a PowerPoint document.
4. Save the above in both native context and in html/mhtml and pdf format.
5. Import files into course.
6. Add a Header and footer to Homepage.
7. Create Folders on the Homepage.
8. Create a file with Blackboard and put on Homepage.
9. Add Content links Tegrity and SafeAssign to Home page.
10. Upload a Syllabus file as an html document and as a word document.

Communications:

1. Create a new Discussion topic in Discussion Board area.
2. Respond to the discussion.
3. View the discussions as threaded and non- threaded.
4. Send an email to the entire class.
5. Open a Chat Room.
6. Create an Announcement and have it as a popup as well.
7. Create a Calendar entry.

Assessment:

1. Create an assignment with established due dates.
2. Submit the assignment as a student.
3. Grade the assignment as the instructor.
4. Create a 3 question multiple choice quiz.
5. Customize the settings for the quiz.
6. Add a grade book column for attendance.

Content/File Management:

1. Create 3 Learning Modules.
2. Create 3 Web Links.
3. Create a 3 word glossary.

Final Question: Why is html so important as compared to .doc?

Blackboard Competencies II – Exam and Lesson

Course Setup:

11. Enter new course and set up a blank course.
12. Select and deselect Tools under Manage Course.
13. Import different types of content (Quizzes, question Databases, etc)

14. Create a course based on an existing course.
15. Do a date rollover.
16. Customize Homepage layout.
17. Add a picture to your header.
18. Create subfolders on the homepage.
19. Add content links to the homepage from both internal and external sources.
20. Upload syllabus as an html file.
21. Use the internal html creator to create a new file.

Communications:

8. Create a new Discussion topic in Discussion Board area.
9. Respond to the discussion.
10. Grade the discussion entry.
11. Set release options for the discussion.
12. Review a Chat log.
13. Create a delayed delivery announcement.
14. Create a calendar entry with a web link.

Assessment:

7. Create a 10 question quiz, with at least one of each of the following question types: multiple choice, fill in the blank, true/false, and matching.
8. Customize the settings for the quiz.
9. Add security options to the quiz.
10. Preview the quiz.
11. Add a grade book column that calculates.
12. Show and hide grad book columns.
13. Create an assignment with instructions posted as an attachment.

Course Administration:

1. Set up student groups.
2. Send individual groups emails.
3. Set up a discussion for individual groups.
4. Deliver assignments to individual groups.
5. Create course goals.
6. Link goals to assignments, handouts, learning modules, web links and assessments.
7. Create a grading form.
8. Link a grading form to an assignment.

Content/File Management:

4. Setup Learning Modules in hierarchical order.
5. Convert PowerPoint's to html.
6. Create web link categories.

7. Create a 3 word glossary.
8. Add an assignment link and quiz link to a learning module.
9. Export grade book to excel. Add a column in excel with a calculation and import back.

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Appendix B

Print Form

Online Course Request Form

Date:

Faculty Name:

Office Address:

UMES E-mail:

Department:

Chairperson:

Office Telephone:



UMES Request for Online Course
Center for Instructional Technology
Phone: 410-651-7574
<http://www.umes.edu/insttech>

Term Requested:

Year:

Course Number:

Course Name:

Credit Hours:

Has the course been developed for Online delivery? Yes Not Yet

Signatures

Signatures		Date
Faculty member (Instructor)	<input type="text"/>	<input type="text"/>
Department Chairperson	<input type="text"/>	<input type="text"/>
Dean of the School	<input type="text"/>	<input type="text"/>
Center for Instructional Technology	<input type="text"/>	<input type="text"/>

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Appendix C

Criteria for Hybrid Course Designation

Hybrid online instruction is a mixture of classroom and online instruction where some learning occurs online. Research has shown that hybrid learning is an effective and efficient way of expanding course content so as to allow and support more in-depth delivery and analysis of knowledge. They have been shown to address the frustrations and limitations resulting commonly found with fully online education. In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities. Hybrid courses will receive specific designation in the University catalogue. One credit equivalent will count as online learning and count towards the USM mandated non-traditional learning requirement of 12 credit hours on average per student. In order for a course to receive hybrid designation the following criteria must be met:

- The course website must apply the required template used for interface design standardization.
- The course website must contain the following elements: syllabus, weekly announcements, calendar usage, lecture notes, reference links, CIT directions for using Blackboard, a link to the CIT, and full usage of the Blackboard grade book tool accessible to individual students through My Grades.
- A minimum of one third of the final grade for the term must be computed through online assessment measures which may include, but are not limited to: graded discussions, quizzes and exams, assignments submitted and graded assignment online, e-portfolios, computer or web based simulation performance, computer or web based lab exercises, and WebQuests.
- Some in-class seat time must be forfeited to bear the weight of the online learning; however, that time must not exceed more than ½ of the meeting time for the semester.

Courses seeking hybrid designation do not require review by the Center for Instructional Technology but do require the submission of a form ([see Appendix D](#)) that includes approval by the chair of the academic department as well as the dean of the school.

Hybrid Course Request Form

Date: _____
Faculty Name: _____
Office Address: _____
Office Telephone: _____
Course Number: _____
Course Name: _____
Credit Hours: _____

Signatures

Faculty member (Instructor): _____
Department Chairperson: _____
Dean of the School: _____



Center for Instructional Technology

Phone: 410-651-7574

<http://www.umes.edu/insttech>

Date _____

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Appendix E

UMES E-learning Standards

1. Prerequisites & Technology Requirements

Prerequisites are clearly listed in multiple areas and explained thoroughly. Technology requirements are listed and explained thoroughly.

2. Goals & Objectives

The instructor must establish goals and objectives that reflect not just the content of the course but also the online learning environment. These should be reflected in the form of student learning outcomes that are communicated in a manner that is clear and measurable. These must be identified in advance of creating the course and must be communicated directly to students in the syllabus.

3. Instructional Activities

All instructional activities should be designed to reflect the subject matter, the benefits available through e-learning (e.g. project based learning, authentic instruction, web quests). These activities should be thoughtfully designed to assist students in achieving the instructional objectives. All activities should have a clear purpose, be organized, and spread throughout the semester.

4. Assessment

A variety of formal and informal assessment measures are used to evaluate student learning and judge the effectiveness of the instruction. These may included, but are not limited to, quizzes and exams, online assignments, graded discussions and/or chats, WebQuests, computer or web-based simulations, e-portfolios, web-based lab exercises, and etcetera.

5. Interaction

Interaction and feedback among students, between students and the instructor, and between students and instructional materials are key issues to consider in a course that is delivered online. Instructors teaching online courses are required to visit their course website at least twice a week and have a least one individual interaction with each student per week.

6. Instructional Materials

The materials delivered must enhance learning and support learning goals. They should never distract and/or detract from the learning process nor place unnecessary stress or burden on students. Materials must be accessible, include instructions, logically organized, and available to students with slow internet connections.

7. Student Support

Instructor uses communication tools to provide students with readily available and timely support that helps keeps students on target. Faculty member responds to student questions in a timely manner. When faculty member is unable to answer questions he/she seeks immediate assistance from the CIT

8. Feedback

The instructor must be readily accessible to students and provide timely and meaningful feedback to students. The type of feedback a student will receive must be communicated to students in advance.

Feedback from graded assignments/assessments must be provided to students within two weeks of the submission deadline.

9. Pace of Learning

Online content and learning activities should be paced by the instructor in such a way that students have adequate time to participate in course activities as well as receive and respond to feedback. The calendar tool as well as weekly announcements must be utilized to help students stay on track.

10. Use of Communication Tools

Communication tools can be used for real time communication (synchronous) or time independent (asynchronous) communication between students and the instructor. The use of tools should be thoughtful and educationally relevant. The instructor *must be* an active participant in online chats and/or discussions. Performance expectations must be articulated to students. The Center for Instructional Technology has developed a rubric which can be adopted by UMES faculty for assessing student discussion/chat performance. Additionally, announcements can be used as a viable means for the instructor to communicate updates and reminders to students.

11. Grade Reporting

Student grades must be made available to students individually, privately, and in a timely fashion using the grade book feature available in Blackboard and accessible to students via My Grades.

12. Interface Design

The interface must be clear, professional, *simple*, appropriate, and planned in such a way to facilitate learning. A recommended UMES template is available through the Center for Instructional Technology. Navigation is clear, logical, and all buttons/links work. Color, buttons, images, graphics, and etcetera enhance the course.

13. Multimedia Elements

Multimedia elements can greatly enhance the learning experience for students of varying learning styles; however, when ill planned and/or developed they can be a tremendous distraction and/or place a burden on the students. As a result, they must be meaningful and accessible to students.

14. Course Management and Time Requirement

Course management is a vital to the e-learning equation. Instructors **cannot be** absent from their online course and must manage all aspects of learning. The instructor should also plan to offer an online office hour(s) as well as checking the course website on a daily or near daily basis.

Evaluation Rubric

A rubric has been formed (see Table 1). Its initial incarnation was heavily influenced by the work of Dawn Truelson and Michelle Fisher (2002) at the Digital Campus of California State University in Fresno California. Over time; however, this rubric has been modified to fit the goal of creating fully online learning experiences that serve as meaningful learning objects.

All fully online courses require approval by the Center for Instructional Technology prior to submission to the Office of the Vice President for Academic Affairs. ***The minimum standard/score for endorsement by Center for Instructional Technology is 32 out of a possible 42 points.***

Appendix E continued

UMES Online Course Evaluation Rubric

	3	2	1	0
1. Prerequisites are described. . Technology requirements are listed.	Prerequisites are clearly listed in multiple areas and well explained. Technology requirements are listed and well explained.	Prerequisites are clearly listed. Requirements listed.	Prerequisite are incomplete, hard to access, or poorly organized. Requirements are incomplete.	No prerequisites listed at this time. No requirements are listed at this time.
2. Goals and outcomes.	Goals and outcomes are given and written are clear and measurable.	Listed but may not be clear and/or measurable.	Vague and are not consistent.	None exist at this time.
3. Activities support learning.	All activities are related to student outcomes and/or course goals.	Activities appear to support achievement.	Activities do not appear to be related to goals and/or outcomes.	No activities listed at this time.
4. Assessment measures progress towards goals and outcomes.	Assessment of student progress is given throughout the course and links to goals and outcomes. Multiple formal and informal assessment measures are used to evaluate student learning and judge the effectiveness of the instruction	Assessment measures student progress towards goals and outcomes.	Assessment does not measure progress.	No assessment addressed at this time.
5. A variety of tools enhance interaction.	Sustained interaction is facilitated by the use of communication tools. Instructor actively uses communication tool, visits course website multiple times per week, and has at least one individual interaction per student per week.	Interaction is facilitated by the use of communication tools. Faculty member does not interact individually with each student each week.	Little interaction is facilitated by the use of communication tools.	No interaction is defined at this time.
6. Course materials.	Materials are easily to locate, accessible, understandable, meaningfully organized logically, and developed to enhance student achievement.	Most materials are easily to locate, accessible, understandable, meaningfully organized logically, and developed to enhance student achievement; however, some require improvement.	Materials are either difficult to locate, require too many technical steps, hard to understand, not meaningful, poorly organized, and or irrelevant.	No materials have been included at this time.
7. Student support.	Instructor uses communication tools to provide students with readily available and timely support that helps keeps students on target. Faculty member responds to student questions in a timely manner. When faculty member is unable to answer questions he/she seeks immediate assistance from the CIT.	Instructor uses communication tolls to interact with students and provide support.	Instructor sometimes communicates with students directly.	Instructor does not communicate with students directly, meaningfully, and/or in a timely manner.
8. Frequent and timely feedback.	Instructor provides frequent and timely feedback. Feedback from graded assignments &/or	Instructor provides feedback.	Instructor sometimes provides feedback.	No feedback is provided.

	assessments must be provided to students within two weeks of the submission deadline.			
9. Appropriate pacing.	Online content and learning activities are paced in such a way that students have adequate time to participate in course activities as well as receive and respond to feedback. The calendar tool as well as weekly announcements must be utilized to help students stay on track.	Instructor paces most activities and the schedule is listed on the syllabus.	Some activities are paced.	No evidence of pacing exists at this time.
10. Discussions and Chats.	Expectations for student discussion/chat participation are well developed, consistent, and communicated clearly to students.	Participation expectations are communicated to students.	Expectations are vague and/or unclear.	No expectations exist at this time.
11. Grading	Student grades must be made available to students individually, privately, and in a timely fashion using the grade book feature available in Blackboard and accessible to students via My Grades.	Grades are accessible to students and secure.	Grades are inconsistently made available to students and/or are not secure.	Grades not available to students.
12. Interface Design	Course content is clear, meaningful, plentiful, accessible, and supported by the instructor. Color, buttons, images, graphics, and etcetera enhance the course. The interface must be clear, professional, <i>simple</i> , appropriate, and planned in such a way to facilitate learning. Recommended UMES template is utilized. Navigation is clear, logical, and all buttons/links work.	Course content is for the most part clear, meaningful, accessible, and supported by the instructor. Some display elements are distracting and/or slow to open. Navigation is mostly clear and most buttons/links work.	Course content is not always meaningful, clear, and/ or accessible. Elements may be unrelated, distracting, and/or unnecessary. Problems with navigation exist. Student may become lost.	Course content is weak and lacking. Elements are weak, distracting, time consuming, burdensome, unprofessional, inappropriate, and or sloppy. Navigation may cause confusion.
13. Multimedia (if appropriate)	Multimedia used is appropriate, enhances learning, accessible, professionally created, linked to course content, available in an alternative text based format, and work.	Multimedia used is appropriate, enhances learning, professionally created, but may not be linked to course content, available in an alternative text based format, and work/ accessible.	Multimedia used may be unnecessary, not linked to content, difficult to access, and or problematic.	Multimedia is unprofessional, distracting, and/or burdensome.
14. Time Devoted	The instructor devotes the appropriate amount of time to the development of the course, timely support of student learning, and sustaining of learning. Online office hours are provided.	The instructor devotes the appropriate amount of time to the development of the course, support of student learning, and sustaining of learning.	The instructor must devote more time to this course.	Not enough time has been spent and/is allocated for this course.
	34-42	22-41	14-21	0-13
Results	This course is fully endorsed and the instructor is commended for their hard work.	This course is approved with modifications.	This course requires major reworking.	This course is subpar.

Further requirements:

- All online courses will be required to include a link to the student manual for using the Blackboard system custom created by the Center for Instructional Technology located online at <http://www.umes.edu/insttech>
- A template has been developed and must be followed for the look and feel of ALL fully online courses. Faculty will of course be given latitude to modify the contents and subject matter.

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Appendix F

University of Maryland Eastern Shore

Student Agreement to Register for Fully Online Courses

(Please print all information – Incomplete forms will NOT be processed)

Name:

Local Address _____ City/State/Zip _____

Email Address _____ Local Phone Number _____

Semester and Year _____ Major _____ Classification _____

(Please read all information carefully before you sign at the bottom.)

Fully online courses are a form of structured independent study. You are responsible for reading, writing, and completing all assignments on your own and you must have excellent reading and comprehension skills to be successful in the course.

By signing below, you agree to contact the instructor frequently, work on your own, manage your time, participate in class activities, and complete your assignments. You also agree to abide by the course policies and procedures.

By signing below, you certify that you have been properly advised in your department and that you met all pre-requisites requirements.

Signature

Date

**This form should be returned to:
University of Maryland Eastern Shore
Center for Instructional Technology
1106 Wilson Hall
(410) 651-7574(office)**

Please e-mail the Center for Instructional Technology at kdpinhey@umes.edu if you have concerns or questions.