Administrative Orientation for eCampus Faculty

Boise State’s eCampus provides one-on-one orientation to new academic department chairs whose department delivers online courses and to instructors teaching an online course for the first time. The orientation includes sections which discuss the characteristics of distance education, an overview of eCampus, administrative activities performed by instructors, and faculty and student support services. Whether the instructor has worked at Boise State for several years or will start next semester, an orientation to eCampus activities and administrative responsibilities will help promote a successful teaching experience for the instructor and students.

Orientation Sections

**Elements**

- **About eCampus**: The orientation begins with an overview of eCampus: definitions, resources, guidelines, and enrollments.

- **Before Class**: Prior to the first day of class, the instructor must complete several employment processes and understand how the course section is set-up.

- **Class Facilitation**: To help facilitate a course, the instructor can create an initial welcome email, and inform students of appropriate online behavior.

- **Development**: Teaching an online course or developing an online course is different than teaching an in-person course. There are professional development opportunities and instructional designers available to help instructors understand distance delivery and incorporate multi-media elements.

**Resources**

- eCampus Center staff will schedule an orientation session in advance of the first semester an instructor will teach online. Contact John Newhouse, Program Services Coordinator.

- Orientation materials available online at [http://ecampus.boisestate.edu/faculty/guidelines/](http://ecampus.boisestate.edu/faculty/guidelines/)
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About eCampus
Before Class Starts
Class Facilitation
Development
What Is Distance Education?

Courses that are taught at a distance using educational technology are referred to as distance education classes.

**Distance Education Characteristics**

According to Verduin and Clark (1991) distance education is characterized by:

- Physical and/or time separation of the student and the instructor during the majority of class.
- The use of educational technology to bring together the student and instructor and to transmit course content.
- Two-way communication between the instructor and student.

The Higher Education Opportunity Act (2008) echoes these 3 criteria in its definition of distance education.

1. It is education that “uses one or more” technologies—“(i) the Internet; (ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audio conferencing; (iv) video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii).”

2. It delivers “instruction to students who are separated from the instructor.”

3. It supports “regular and substantive interaction between the students and the instructor, synchronously or asynchronously” (Higher Education Opportunity Act, 2008, emphasis added).

**Distance Education at Boise State**

What does that mean at Boise State University? At Boise State, distance education refers to classes that use educational technology to deliver or convey the class content and communication between the instructor and students. The delivery methods used at Boise State include:

**Electronic Campus, Asynchronous:**

- **Internet/Online:** Courses delivered online through a web-based course management system or website designed to allow students and faculty to interact via the Internet. Most online course activities are conducted asynchronously, but a few may have a limited number of site-based or synchronous activities. Internet/online includes undergraduate and graduate academic courses and programs. The instruction mode code used to distinguish these courses via my.BoiseState.edu is “IN” for Internet.
- **Online Professional Education**: Courses delivered in conjunction with an educational provider. Includes undergraduate, graduate, and professional education. The instruction mode code used to distinguish these courses via my.BoiseState.edu is “IE” for Internet-External Provider.

**Site Based, Synchronous:**

- **Videoconferencing**: Synchronous instruction through video broadcasting technology. The instructor’s lecture at one location is viewed in real time by students at another location. Students at the remote site can ask questions of the instructor during the lecture through the two-way audio and video system. Additional organization is required for using this technology which means instructors must contact the eCampus Center 2-3 months prior to offering the course.

**Additional Reading**


NWCCU Standards Applicable to Distance Education

(Updated 2010 by NWCCU)
Institutions accredited by the Northwest Commission on Colleges and Universities (NWCCU) are expected to follow the Standards for Accreditation which are found at www.nwccu.org. The following standards were pulled from the original document because of their relevance to distance education.

Faculty
2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Curriculum
2.A.24 The institution maintains clearly defined policies with U, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Students

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Evaluation

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
eCampus Support at Boise State

Boise State University is committed to the delivery of academic programs through the use of technologically mediated distance education methods, in order to respond effectively to student needs for greater flexibility of time and/or place and to increase access to higher education. Boise State eCampus is used to identify programming that is done completely at a distance using technology. From a student’s perspective, it is important for students to be able to identify programs and courses that do not require face-to-face class attendance on the main campus or at site locations and the use of Boise State eCampus can serve that function. In addition, distance education delivered classes are identified in PeopleSoft/my.BoiseState with a location of “eCampus.”

Successful development and implementation of eCampus courses and programs require efficient collaboration among academic, administrative, technology, and student service units. Those units include, but are not limited to, the following:

- Academic colleges and departments
- Academic support programs, including the Division of Extended Studies and Albertsons Library
- Office of Information Technology (OIT), Learning Technology Solutions (LTS)
- Student Affairs offices, including Admissions, Registrar, Advising and Academic Enhancement (AAE), and the Bookstore

When considering the delivery of a new online program or course, faculty members, department chair and dean as well as the director of eCampus Center, dean of Extended Studies, and the provost must ensure that such delivery meets college and institutional priorities, State Board of Education (SBOE) boundary issues, best practices/accreditation requirements, and that necessary administrative support structures are available. In addition, new eCampus degree and certification programs may require approval from the Idaho State Board of Education, the Northwest Regional Accrediting Association, and any specialized accreditation body.

Courses and Programs

An eCampus course uses educational technology to bring together the student and instructor and to transmit course content. There will be no or limited in-person meetings associated with the course. eCampus courses are offered at the initiation of the academic department or Extended Studies as part of the department’s overall course offerings. Courses that use web-enhanced or other technologies to enhance live instruction do not fall under the definition of an eCampus course.

Faculty Support

The eCampus Center is available to assist faculty in selecting delivery technology appropriate for the curriculum and intended audience. Professional development seminars are available, along with opportunities to receive consultation on instructional objectives, pedagogy, and technical and instructional design considerations.
Administrative Support
The eCampus Center provides the administrative support structure for the implementation of eCampus courses, including course set-up, registration support, referral to student services, targeted marketing, and support/delivery of course materials.

eCampus courses are set-up in the student information system (PeopleSoft) through Extended Studies in conjunction with the appropriate academic department. Academic eCampus courses are offered within the regular calendar sessions and at the regular undergraduate or graduate fees. Any special fees are established by or in conjunction with Extended Studies. Requests for special program fees (new or changes to current fees) need to be negotiated by the program director and college dean with the director of eCampus Center, the dean of Extended Studies, and the provost.

Technology Support
The Office of Information Technology provides technical assistance through the HelpDesk, support for the Blackboard server, and manages the university’s access to the Internet.

Student Support
The eCampus Center is responsible for ensuring that students enrolled in eCampus courses receive appropriate support services. These services will be provided by the appropriate student services functional area wherever possible and by eCampus Center staff where that is not possible.

In addition, the eCampus Center provides orientation materials to help students succeed within online courses. This includes information on the eCampus website, a self-paced tutorial, and a credit-bearing “Introduction to eLearning” course.
The eCampus Center

Vision

eCampus Center is the innovative leader in creating, delivering, and supporting an outstanding online higher education experience.

Mission

eCampus Center is dedicated to expanding the programs and offerings of Boise State University beyond traditional borders to meet the academic needs of students anytime, anywhere. With an emphasis on access and success, our innovative model focuses on high-quality online programs and services to create a personalized educational experience.

- Access
- Partnership
- Quality
- Service
- Innovation
eCampus Center Services
Division of Extended Studies, Boise State University

The eCampus Center is responsible for supporting fully online courses and programs, as well as offering extensive services to students, faculty, and academic units.

INSTRUCTIONAL DESIGN SERVICES
Contact: Christine Bauer, 6-5903, Assistant Director
- Support the efforts of Boise State University’s academic departments to design and develop high-quality fully online courses and programs
- Offer professional development opportunities and consulting related to online teaching methods and strategies
- Coordinate eCampus Quality Instruction Program (eQIP) ecampus.boisestate.edu/eqip/
- Facilitate the design and development of online courses and programs to ensure accessibility for all students
- Provide assistance with the development of online instructional materials and, as appropriate, the production of rich media projects for online courses

CUSTOMERS AND PROGRAM SERVICES
Contact: Kelley Brandt, 6-5962, Associate Director
- Ensure delivery and coordination of University services for distant students
- Provide information about courses and programs, general advising, admission and registration support, and referrals as appropriate
- Support online instruction, courses, and programs in the areas of administration; course set-up in myBoiseState; faculty interaction with students and course content delivery; and evaluation
- Research and implement best practices for student retention, persistence, and assessment in the online learning environment

PROGRAM DEVELOPMENT
Contact: Jori Ford, 6-5906, Program Development Manager
- Support university-wide actions and decisions involving: strategic direction, long-range viability, continuity, quality, and growth of online education
- Consultation on administrative aspects of new program planning, budget development, and implementation
eCAMPUS at Boise State University: A Snapshot
(Data for the 2013-2014 Academic Year including Summer 2013, Fall 2013, & Spring 2014. Undergraduate, Graduate, Professional Education, and Concurrent Enrollment courses)
eCampus.boisestate.edu

Enrollment and Programming

<table>
<thead>
<tr>
<th>Academic Departments</th>
<th>Unique Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>With at least 1 distance-delivered course: 36 (67%)</td>
<td>Academic: 300</td>
</tr>
<tr>
<td>With an online certificate or degree program: 5 (9%)</td>
<td>Professional Education: 103</td>
</tr>
<tr>
<td>Class enrollment sections: 1,406</td>
<td>Concurrent: 5</td>
</tr>
</tbody>
</table>

Distribution of Students

eCampus (taking 1 or more eCampus courses)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>% of eCampus to all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount (unduplicated)</td>
<td>29,443</td>
<td>36.07%</td>
</tr>
<tr>
<td>Registrations/Enrollments</td>
<td>189,852</td>
<td>12.87%</td>
</tr>
<tr>
<td>Credit Hours Produced</td>
<td>478,596</td>
<td>13.80%</td>
</tr>
</tbody>
</table>

10-Year Growth in Class Enrollments and Credit Hours Produced

Programs

- Academic degrees and certificates offered: 20
- Undergraduate degree completion programs: 2
- Graduate certificates: 8
- Graduate degrees: 10
- First distance-delivered program: 1989 — Organizational Performance and Workplace Learning Master’s Degree
- Largest graduate program: Educational Technology Masters and Certificates (659 Headcount)
- Largest undergraduate program: Nursing RN to Bachelor of Science degree completion track (596 Headcount)

eCampus Quality Instruction Program (eQIP) Summer 2007-Spring 2014

Program website: eCampus.boisestate.edu/eqip/

- Faculty participants in eQIP: 230
  - Faculty participants in Course Development Process: 192
  - Faculty trained by Quality Matters™ (QM) as Peer Reviewers: 71
  - Faculty participants in eCampus Teaching Online Seminar (eTOS): 57

---
### College of Business and Economics
- Master of Business Administration

### Dept. of Educational Technology
- Doctor of Education in Educational Technology
- Master of Science in Educational Technology
- Master of Educational Technology
- Graduate Certificate: Technology Integration
- Graduate Certificate: Online Teaching
- Graduate Certificate: School Technology Coordination

### Dept. of Organizational Performance and Workplace Learning
- Master of Science in Organizational Performance and Workplace Learning
- Graduate Certificate: Human Performance Technology
- Graduate Certificate: Workplace E-Learning and Performance Support
- Graduate Certificate: Workplace Instructional Design

### School of Nursing
- Doctor of Nursing Practice
- Adult Gerontology Nursing Practitioner, Acute Care Option
- Adult Gerontology Nursing Practitioner, Primary Care Option
- Graduate Certificate: Adult Gerontology Nursing Practitioner Acute Care
- Graduate Certificate: Adult Gerontology Nursing Practitioner Primary Care
- Master of Science in Nursing
- Master of Nursing
- RN to BS - Bachelor of Science undergraduate degree completion track

### Dept. of Respiratory Care
- R.R.T. to B.S. - Bachelor of Science in Respiratory Care Degree Completion Program

## Students

### Distribution of Students Based on Annual Unduplicated Headcount
(Students taking 1 or more eCampus courses)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>9,120 or 85.88%</td>
<td>1,506 or 14.18%</td>
</tr>
<tr>
<td>Degree Seeking</td>
<td>97.61%</td>
<td>77.69%</td>
</tr>
<tr>
<td>Enrolled Full-time</td>
<td>64.32%</td>
<td>13.61%</td>
</tr>
<tr>
<td>Female students</td>
<td>63.97%</td>
<td>64.28%</td>
</tr>
<tr>
<td>35 &amp; Over</td>
<td>22.13%</td>
<td>67.99%</td>
</tr>
<tr>
<td>Not an Idaho Resident</td>
<td>22.86%</td>
<td>53.12%</td>
</tr>
<tr>
<td>First Time Enrollments</td>
<td>47.07%</td>
<td>39.58%</td>
</tr>
<tr>
<td>Credit Hours Produced</td>
<td>54,629</td>
<td>11,429</td>
</tr>
</tbody>
</table>

*Note: Total Number of unduplicated students taking an Undergraduate and/or a Graduate course. Student headcount included in both classifications will only be counted once in total.

### Student Location While Enrolled in eCampus Courses:
- Idaho*: 79.55%
- Other US States: 19.81%
- Non-US Countries: .64%

*Note: Includes non-Idaho residents residing in Idaho

### Faculty Teaching eCampus Courses
- Unduplicated Headcount: 305
- Full-time (tenured, tenure track, lecturers, chairs): 140 (46%)
- Adjuncts: 136 (45%)
- Other (professional staff): 29 (9%)
- Academic department chairs: 10
- Courses developed & peer reviewed: 143

* eCampus is used to identify programming that is done completely online. eCampus courses use one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) These courses may also be referred to as distance education classes.
## Contacts for Online Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Newhouse</strong></td>
<td>426-5622</td>
<td><a href="mailto:JohnNewhouse@boisestate.edu">JohnNewhouse@boisestate.edu</a></td>
<td>Coordinates class scheduling and class changes; provides assistance to self-support programs; manages data.</td>
</tr>
<tr>
<td><strong>Carol Nickel</strong></td>
<td>426-5961</td>
<td><a href="mailto:CarolNickel@boisestate.edu">CarolNickel@boisestate.edu</a></td>
<td>Provides internal support services in the areas of data gathering, tracking, and recordkeeping.</td>
</tr>
<tr>
<td><strong>Carolyn Quintero</strong></td>
<td>426-5745</td>
<td><a href="mailto:CarolynQuintero@boisestate.edu">CarolynQuintero@boisestate.edu</a></td>
<td>Assists distance students with admissions and registration questions and general academic advising.</td>
</tr>
<tr>
<td><strong>Sandy Howell</strong></td>
<td>426-4216</td>
<td><a href="mailto:SHowell@boisestate.edu">SHowell@boisestate.edu</a></td>
<td>Provides support for faculty and students in distance classes and administers course evaluations.</td>
</tr>
<tr>
<td><strong>Shari Stroud</strong></td>
<td>426-5918</td>
<td><a href="mailto:sstroud@boisestate.edu">sstroud@boisestate.edu</a></td>
<td>Supports students and faculty, monitors enrollments to expand capacity.</td>
</tr>
<tr>
<td><strong>Crystal Nielsen</strong></td>
<td>426-4223</td>
<td><a href="mailto:crystalnielsen1@boisestate.edu">crystalnielsen1@boisestate.edu</a></td>
<td>Administers eCampus Quality Instruction Program (eQIP); provides consultation, resources, and community building tools.</td>
</tr>
<tr>
<td><strong>Megan Davis</strong></td>
<td>426-1621</td>
<td><a href="mailto:megandavis3@boisestate.edu">megandavis3@boisestate.edu</a></td>
<td>Distance librarian to support faculty and distance students.</td>
</tr>
<tr>
<td><strong>My.BoiseState Help Line</strong></td>
<td></td>
<td><a href="mailto:helpdesk@boisestate.edu">helpdesk@boisestate.edu</a></td>
<td>Assists with My.BoiseState.edu problems, such as student login, lost user names or passwords, and faculty access to class lists.</td>
</tr>
</tbody>
</table>

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### Support Services

- **My.BoiseState Help Line**
  - Phone: 426-4357
  - Email: [helpdesk@boisestate.edu](mailto:helpdesk@boisestate.edu)
  - Website: [http://oit.boisestate.edu/](http://oit.boisestate.edu/)
  - Assists with My.BoiseState.edu problems, such as student login, lost user names or passwords, and faculty access to class lists.

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*Boise State University*

*Distance Learning Center, Extended Studies*

*December 2014*
# Reference Websites for Online Educators

<table>
<thead>
<tr>
<th><strong>Boise State Sites</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Studies eCampus Center</strong></td>
<td></td>
</tr>
<tr>
<td>eCampus Website:</td>
<td><a href="http://ecampus.boisestate.edu/">http://ecampus.boisestate.edu/</a></td>
</tr>
<tr>
<td><strong>For Students</strong></td>
<td></td>
</tr>
<tr>
<td>Student Online Privacy Notice:</td>
<td><a href="http://oit.boisestate.edu/learning/blackboard-learn/student-online-privacy-notice/">http://oit.boisestate.edu/learning/blackboard-learn/student-online-privacy-notice/</a></td>
</tr>
<tr>
<td>My.BoiseState Homepage:</td>
<td><a href="https://my.boisestate.edu/pages/default.aspx">https://my.boisestate.edu/pages/default.aspx</a></td>
</tr>
<tr>
<td>eCampus Center, Student Section:</td>
<td><a href="http://ecampus.boisestate.edu/students/">http://ecampus.boisestate.edu/students/</a></td>
</tr>
<tr>
<td>eCampus Course List:</td>
<td><a href="http://ecampus.boisestate.edu/courses/">http://ecampus.boisestate.edu/courses/</a></td>
</tr>
<tr>
<td>Dean of Students</td>
<td><a href="mailto:reportdiscrimination@boisestate.edu">reportdiscrimination@boisestate.edu</a></td>
</tr>
<tr>
<td><strong>For Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Human Resource Services Payroll:</td>
<td><a href="http://vpfa.boisestate.edu/payroll/">http://vpfa.boisestate.edu/payroll/</a></td>
</tr>
<tr>
<td>my.BoiseState Homepage:</td>
<td><a href="https://my.boisestate.edu/pages/default.aspx">https://my.boisestate.edu/pages/default.aspx</a></td>
</tr>
<tr>
<td>BlackBoard Introduction</td>
<td><a href="http://oit.boisestate.edu/learning/blackboard-learn/">http://oit.boisestate.edu/learning/blackboard-learn/</a></td>
</tr>
<tr>
<td>eCampus Faculty Section:</td>
<td><a href="http://ecampus.boisestate.edu/faculty/">http://ecampus.boisestate.edu/faculty/</a></td>
</tr>
<tr>
<td>C.A.R.E. Report</td>
<td><a href="http://care.boisestate.edu">http://care.boisestate.edu</a></td>
</tr>
<tr>
<td><strong>Albertsons Library</strong></td>
<td></td>
</tr>
<tr>
<td>Distance Learning:</td>
<td><a href="http://guides.boisestate.edu/distance/">http://guides.boisestate.edu/distance/</a></td>
</tr>
</tbody>
</table>
Boise State Accounts (Updated 12/13)

As a Boise State instructor you will need an employee identification number and user accounts for various purposes. The user name and password will be the same in all of these accounts.

**my.BoiseState Account**

As a Boise State instructor you are provided with a my.BoiseState account to verify personal information and access financial and academic information.

**E-mail and Google Apps Account**

It is important for faculty teaching at a distance to have a university e-mail account as well, since students who try to contact faculty by e-mail are likely to search the Boise State Faculty and Staff Directory [http://directory.boisestate.edu/](http://directory.boisestate.edu/). Your faculty/staff e-mail and Google Apps account are independent of any Boise State student account you may have.

You may request a Boise State e-mail account through your department chair or administrative staff. To learn more about e-mail for Boise State instructors visit: [http://oit.boisestate.edu/email/](http://oit.boisestate.edu/email/)

**Blackboard Account**

You will use your my.BoiseState Account to request a Blackboard site, and your faculty/staff e-mail account is used to enroll you as the instructor in your Blackboard site.

**Affiliate Account**

If you need a my.BoiseState user account or e-mail address to participate in online faculty development or online course development but are not yet eligible to receive a Boise State account due to the fact that you will not be teaching within the next month, please contact Kelley Brandt in eCampus Center at kbrandt2@boisestate.edu or 208.426.5962.

**Confirmation Process (Updated 12/13)**

**Confirmation Form/Contact Information**

Before your class begins, the eCampus Center makes every effort to ensure your contact information is correct on both our website and in our files in the event that we or students need to communicate with you throughout the semester. We send you a confirmation form to verify your correct mailing address, telephone number(s), and/or e-mail address(es). The information on the form originates from your employment paperwork and my.BoiseState account. It is important that you contact us immediately with any changes. New information can be sent to Sandy Howell at showell@boisestate.edu.

**Your Contact Information and the eCampus Center Website**

We provide students with your email address on the eCampus website. [http://ecampus.boisestate.edu/courses/](http://ecampus.boisestate.edu/courses/)
Confirmation of Course Accuracy
We want to offer the most accurate course information possible on the eCampus Center website. As the instructor, you are most familiar with your class content and student requirements. Unless you are teaching a Special Topics class that requires a course description not in the Boise State Catalog or have requirements outside those typical of eCampus classes, the eCampus course table will contain general information about the course.

- View the eCampus course table at http://ecampus.boisestate.edu/courses/
- Find your course in the table. Make sure all information in the grid is correct. For example, are the in-person requirements accurate?

Schedule of Classes
Navigate to the my.BoiseState Class Search Screen

1. Go to https://my.boisestate.edu/pages/default.aspx

   To view as a guest (no log in required), in the menu on the left, choose the Guest Login link).

2. Search for your courses. Review the basic information and then click on the class section number to view details about the class. Read through the introductory paragraphs for the applicable distance delivery method.

3. If any course information is incorrect, please contact your department chair immediately.
Class Roster

(Updated 12/13)

The official list of all students enrolled in each class you teach is available through your my.BoiseState account. The my.BoiseState rosters are updated in real time and accurate at the time they are accessed. You can find my.BoiseState online at http://my.BoiseState.edu. After you log in, select Faculty/Staff/Advisors then Student Class Enrollment.

Rosters will also include a photo of the enrolled students. This photo is generated when student receives a Bronco ID card. Students living outside the greater Boise area can contact the Bronco Card Office at http://broncocard.boisestate.edu/ about emailing a photo for creating an ID card and loading into class roster.

If you have difficulty printing your roster, you can contact the my.BoiseState Help Center at helpdesk@boisestate.edu. Also use the helpful guides at http://oit.boisestate.edu/myboisestate/.

A copy of the course roster is also loaded on your Blackboard course site. The Blackboard rosters are synchronized with my.BoiseState rosters daily. If you do not see a student’s name on the roster, find out when the student registered, since either the student has not enrolled in the course or the Blackboard class roster has not yet been updated.

Class Capacity and Permission Numbers

(Updated 12/13)

Class Capacity

Class capacity (cap) is set with direction from the academic department chair and instructor. If you find that you would like to increase your class capacity, please ask your chair to submit a Schedule Change Request form.

If this is your first time teaching an eCampus class, we advise that you keep your class cap set at around 20 or 25. If you find you can handle more of a student load during the following semester, please let your chair know right away, so the cap can be changed during the next course set-up process.

Permission Numbers

Six-digit permission numbers are used to override class capacity, override class requisites, and validate conditional registrations. Usually, 20 each of “Y” (used to override everything, INCLUDING class capacity) and “N” (used to override everything EXCEPT class capacity) numbers are assigned to every course offered at Boise State University. Faculty members—adjunct and full-time—have access to their own permission numbers in My.BoiseState. Issuing permission numbers for any reason is at the discretion of the department chair and instructor.

When students call Extended Studies for permission numbers, we refer them to the instructor and/or the academic department (usually an assistant) directly. Otherwise, the eCampus Center staff would require written permission from you before we can issue a permission number.
If you run out of numbers and need more generated for an eCampus course, experience a problem, or need help, contact the Course Administration and Student Services Coordinator, John Newhouse at johnnewhouse@boisestate.edu or 208.426.5622.

Permission numbers are located in your my.BoiseState account. Once you have logged in, select Faculty/Staff/Advisors then Permission Numbers.

**Book Orders**  
(Updated 12/13)

Book orders may be processed through:

(a) your academic department administrative staff; or

(b) online by you at the Boise State Bookstore website at

www.boisestatebooks.com/requisition.asp

Book order problems should be resolved by the person in your office who placed the order, or directly with the Bookstore.

Students may order textbooks in a number of ways: in person at the Boise State Bookstore, a site bookstore, by phone at 208-426-BOOK, or via secure online ordering at http://www.boisestatebooks.com/textbooks.asp

Sandy Howell (showell@boisestate.edu) in the eCampus Center is also available to assist you with the process if needed.
Employment Eligibility Verification (I-9) Process

(Updated 12/13)

All new employees must report to Human Resource Services before or on the first day of work to complete the I-9 Form and provide proper identification.

The U.S. Citizenship and Immigration Service’s interim final rule published in the Federal Register on December 17, 2008, improves the integrity of the Employment Eligibility Verification (Form I-9) process so that individuals who are not authorized to work are prevented from obtaining employment in the United States.

Employers, including Boise State University, must use the revised Form I-9 for all new hires, as well as for re-verifications that occur every 3 years.

The most significant change to the revised Form I-9 is that employers can no longer accept expired documents during the I-9 verification process.

For a complete list of acceptable documents, contact Human Resource Services at 208.426.1616, or visit http://vpfa.boisestate.edu/process/uformsdocs/hrs/I-9_ListofAcceptableDocuments.pdf

The importance of correct and timely completion of I-9s cannot be overstated. The Immigration and Naturalization Service requires that Section 1 of the I-9 Form be completed, signed and dated on or before the first day of work by the employee. The employee has three business days in which to provide documentation that he or she is eligible for employment, required in Section 2 of the I-9 Form. Employees not in I-9 compliance will not be eligible to continue working at Boise State.
Online Class Facilitation

(Updated 12/13)

Faculty Responsibility
Faculty members teaching online are to initiate contact with students by sending out a “class start-up email.” This initial contact provides you and the University with assurance that students have the correct information to access and start the class.

Procedures
Since Blackboard limits students to using only BroncoMail email accounts, you can send your start-up email through Blackboard. Otherwise, you may retrieve your class roster from my.BoiseState and send your start-up email through your Boise State email account, using the emails listed in the roster. If you have not yet accessed your class roster or are experiencing difficulty doing so, please call the My.BoiseState Helpline for support at (208) 426-4357.

Please send the start-up email to the students’ BroncoMail email accounts no later than the start date for the session in which your class is listed. When students contact us with questions, we will refer them to this email in their BroncoMail account.

The Initial Email

Purpose
The initial e-mail contact, which can include the syllabus, serves many purposes.

1. The e-mail is the first contact between instructor and student for the semester. It serves as the entrance to the class in lieu of the first class meeting. It is the general introduction, sets the tone for the class, and conveys essential information.

2. The e-mail needs to be an orientation to the course and the course site.

3. The e-mail and syllabus often are viewed by students as a contract between the instructor and students. As such, they are most effective if they are carefully planned for the online environment, providing thorough and detailed information.

4. These documents provide an avenue to manage student expectations, as well as to convey instructor expectations. Students wonder how this class will be different from a face-to-face class. They tend to think it will be easier and take less time since they do not have to be present in a classroom. Now is the time to convey reality.

5. These documents provide both the procedural and geographical map to the class, letting students know how and when to proceed and where everything is located. For students who have not taken an online class before, the email must tell how to find the online classroom in Blackboard and outline the geography of the course site to enable them to navigate to the class and find what they need to get started.

6. Finally, the documents need to provide technical information and support options.
Content Areas
The following minimum content areas are recommended. Below each area is an example of what you might include in that section. Information that is specific to your course and that will need to be changed before going out to students is contained within braces: { }.

- **Welcome and basic information**
  Welcome to Boise State University! You are enrolled in the following {semester} Internet course, which is conducted online using Boise State’s web-based learning management system, Blackboard. The specific course you are registered for is {class #, subject, catalog#, section}. Classes for this academic session begin {date} and end {date}. The last day to drop this course with a refund is {date}.

- **Faculty-initiated student withdrawal information**
  IMPORTANT—DROP POLICY: To avoid being dropped for non-attendance in the first week of the term {day, date} – {day, date}, you must do ALL of the following:
  1. Login to the {course name} course site in Blackboard.
  2. {2nd requirement, such as posting to a discussion board}
  3. {3rd requirement, if any, etc.}
  These tasks must be completed no later than {day, date}, by {time Mountain Time}.
  {Class name} is a {# of credit hours}-credit course, and these tasks are equivalent to the first week’s attendance in a traditional {# of credit hours}-credit lecture class.

- **Instructor information**
  My name is {title and name}. You may contact me in the following ways. My preference is {email | phone} [list email, office phone, or other contact information]. My {virtual} office hours are generally from {time} to {time}, {days}, or you may email me any time [now is the time to be clear about your expectations]. Please be aware that even though email is available in the middle of the night, I am generally not. {I do my best to respond to inquiries within 24 hours} [or] {I make every effort to respond to emails within 24 hours Monday through Friday}.

- **Expectations**
  Note: It is better for students to immediately drop a class that does not match their expectations than to continue if they are not prepared.

This class is not a self-study or online correspondence course. Though you may access Blackboard any time and complete most of the work at hours convenient to you, this course has {weekly | biweekly | ongoing} deadlines, and regular participation is mandatory. Each student must complete {assignments, tests, quizzes}, and all other course requirements by posted deadlines. You will also be required to participate at a specified time two times during the course. If you encounter an unexpected problem not related to coursework, please contact me immediately. Late and/or incomplete assignments or projects are only accepted when prior arrangements have been made.

This course is neither easier nor less time-consuming than its on-campus equivalent. In fact, because face-to-face class time will be replaced by additional reading or
other activities, you will likely spend more time studying than you would in a traditional class. Since it is generally recommended that you set aside 3-4 hours per week per credit hour for class time and homework, you should expect to spend at least {number of} hours per week on this course.

- **Technical and skill information**
  This online class will not teach you how to use the computer, navigate the Web, or manage digital files. At a minimum, you should be able to: {navigate the Internet using a browser; navigate between multiple open windows; open, close, and save files and attachments; upload files; and send and receive email attachments}. You must have {daily | regular} access to a computer, with the following minimum requirements:
  1. A computer capable of running any of the certified or compatible operating systems listed at http://kb.blackboard.com/pages/viewpage.action?pageId=72810641
  2. Access to the Internet through an Internet Service Provider (ISP) with at least a 56K modem. Broadband or a high speed network connection is preferred.
  3. One of the Web browsers listed in the matrix of certified or compatible browsers at http://kb.blackboard.com/pages/viewpage.action?pageId=72810641

- **Online learning skills**
  Learning online also takes a different skill set than does learning in a classroom. If you are unsure about your ability to learn online, consider taking the self-assessment survey at http://ecampus.boisestate.edu/students/is-ecampus-right-for-me/selfassess/
  If you would like to develop more knowledge and skills for success in online learning, you may either register through My.BoiseState for the 1-credit “Introduction to ELearning” course, UNIV 107, which is facilitated by an instructor; or take a free self-study course. To take the self-study course, log in to Blackboard as a guest. When the “My Boise State” page loads, find the My Courses section and click "E Learning at Boise State.”

- **Blackboard LOGIN instructions**
  This course is being conducted with Boise State’s web-based learning management system, Blackboard. The login page is located at https://blackboard.boisestate.edu/
  If this is your first time signing into Blackboard, please follow this process:
  1. Enter the same username and password for Blackboard that you use for My.BoiseState and BroncoMail.
  2. After login, select this class from the list of classes you are taking.
  3. Follow the directions on the first page to get started.

- **Directions for the course site**
  When you are active in Blackboard, please click on the {class title} link and review class features and requirements. You will find directions on getting started in the {menu item} section. The structure of the course is described in the {menu item} section. To locate help and reference information for Blackboard, see the information listed under {Manual} and {Tools}. [Note: You may want to assign students a participation exercise to demonstrate that they know how to access Bb and complete basic functions.]
- **Support Information**
  
  [also include tutorial, writing center, or other support as appropriate]

The following support is available to you as an online student:

**Blackboard or My.BoiseState Help**
- Hours: 7am-10pm M-F
- Email: helpdesk@boisestate.edu
- Phone: 208.426.4357

**Distance Learning Help**
- Sandy Howell
- Hours 9am-6pm M-F
- Email: showell@boisestate.edu
- Phone: 208.426.4216
Faculty Initiated Drops  
(Updated 12/13)

According to Boise State University Policy 4190, (cited in the catalog and also available online at [http://policy.boisestate.edu/academic-affairs-faculty-administration/policy-title-faculty-initiated-withdrawal/](http://policy.boisestate.edu/academic-affairs-faculty-administration/policy-title-faculty-initiated-withdrawal/)), faculty members may administratively drop students from a course for:

- Nonattendance, including nonattendance due to course schedule conflicts.
- Failure to satisfy entrance requirements, such as:
  - unmet prerequisites
  - failure to register for a co-requisite, or
  - inadequate class standing required to take the course.

Faculty Initiated Withdrawal for Nonattendance

Nonattendance that can lead to a faculty-initiated drop is defined as failure to attend the first class session of a class that meets once weekly, or failure to attend the first two sessions of a class that meets twice weekly. **Since online classes meet asynchronously rather than at scheduled times, it is important to clarify how that policy applies to your course.** Please make sure, therefore, that both your syllabus and initial email clearly state:

- **How the first week’s attendance will be verified**—by such activities, for example, as students logging in, posting to a particular discussion forum, and confirming they have read the syllabus, etc.
- **What the consequences are** for failing to attend class during the first week as you have defined it: that you may (or will) administratively withdraw them from the class.

We strongly encourage faculty to drop students who have not logged in during the first week. It is usually in the best interest of both the absent student and the class.

You may fill in a Faculty Initiated Withdrawal Form using Adobe Acrobat Reader: [http://registrar.boisestate.edu/Forms/facdrop.pdf](http://registrar.boisestate.edu/Forms/facdrop.pdf). This can be sent directly to the Registrar’s office for processing or (for eCampus courses only) printed and faxed to Sandy Howell in Extended Studies at 208.426.3467. The deadline to administratively drop students is usually four working days after classes begin (Friday if classes begin on a Monday, Monday if classes begin on a Tuesday, etc.). The Academic Calendar provides the exact deadline date: [http://registrar.boisestate.edu/academic-calendar.shtml](http://registrar.boisestate.edu/academic-calendar.shtml). If you are experiencing a problem, Sandy Howell at 208.426.4216 can help you.
Student Notifications: Policies and Resources

(Updated 12/13)

One measure of quality in online education is that students can access the same information as they could if they were enrolled in traditional classes. Include information about critical policies and services in the course syllabus or in the Blackboard folder with the syllabus.

You may wish to require students read these documents as a first-week assignment. Such an assignment fulfills two functions:

1. You are assured that students have logged into Blackboard, accessed your course site, and actively participated in that first week.
2. Students become familiar with these important documents.

Policies

Student Online Privacy Notice
http://oit.boisestate.edu/learning/blackboard-learn/student-online-privacy-notice/

Student Code of Conduct and Statement of Shared Values
http://deanofstudents.boisestate.edu/
http://president.boisestate.edu/values/statement-of-shared-values/

Disability Policy and Resources

A notice such as the following one recommended by the Disability Resource Center (DRC), along with a link to the DRC website, will inform students about Boise State’s policy on disabilities as well as linking to an important student resource.

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 to speak with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on Boise State Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/

Resources

Library Resources
http://guides.boisestate.edu/distance

Academic Support
http://aae.boisestate.edu/

Office of Student Rights and Responsibilities
http://osrr.boisestate.edu/support-resources/
Academic Honesty

Many instructors find it worthwhile to add a specific paragraph about academic honesty, in addition to referring to the *Student Code of Conduct*. Here is one example of such wording:

**Academic Honesty**

All students are required to abide by Boise State University’s Student Code of Conduct on academic dishonesty. Assignments you submit must be your original work and cannot be used in other courses. Nor can you use significant portions of assignments completed for another course in this course.

All work that you submit must show your own ideas and current understanding. Assignments you submit must be original and developed by you. You are welcome to get ideas from other sources; however, you must interpret such ideas significantly **and** cite your sources. Anything copied from another source must be indicated by appropriate quotation notations.

For easy reference, we have sections of the *Student Code of Conduct* (http://deanofstudents.boisestate.edu/wp-content/uploads/2013/06/Student-Code-of-Conduct_Fall2014.pdf) below.

**Academic Dishonesty**

The term “academic dishonesty” may include cheating, plagiarism, or other forms of academic dishonesty. All assignments submitted by a student must represent her/his own ideas, concepts, and current understanding or must cite the original source. Attempts to violate the academic integrity of an assignment do not have to be successful to be considered academic dishonesty. Academic dishonesty may include, but is not limited to:

1. **Stealing and/or Possessing Unauthorized Material** - The unauthorized appropriation, possession or use of the property of another; the forgery or misuse of documents;
2. **Fabrication and Falsification** - The unauthorized alteration or invention of any information or citation;
3. **Multiple Submission** - The submission of substantial portions of the same assignment for credit more than once without the prior permission of all involved faculty members;
4. ** Abuse of Academic Material** - Destroying, stealing, or making inaccessible library or other academic resource material;
5. **Complicity in Academic Dishonesty** - Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

**Cheating**

The term “cheating” includes any action where an individual or group either carries out or attempts to carry out dishonest work and/or where an individual or group either assists or attempts to assist an individual or group to carry out dishonest work. If students are uncertain whether an action constitutes cheating, they have a responsibility to ask the faculty member for the course for clarification. Cheating includes, but is not limited to:

1. using or providing any unauthorized assistance in class assignments, standardized tests, credential tests, and professional licensing tests;
2. unauthorized copying of class assignments—such as examinations—before, during, or after the assignment, either for your own use or for the use of others.
3. having someone else complete a class assignment in your place;
4. completing a class assignment for someone else;
5. collaborating on an assignment unless it has been explicitly permitted by the faculty member;
6. depending on or providing the aid of sources not authorized by the faculty member in preparing for exams, writing papers, preparing reports, solving problems, or carrying out other assignments;
7. acquiring, without permission, any assignment or other academic material belonging to a member of the University faculty or staff;
8. creating, keeping, or using unauthorized collections of assignments;
9. turning in substantial portions of the same academic work to more than one course without the prior permission of the faculty members;
10. plagiarizing (see section 18B).

Section 18B—Plagiarism

The term “plagiarism” at its most basic level means to steal someone else’s words, composition, research, and/or ideas. Plagiarism is both cheating and theft. Given the seriousness of this offense, students have a responsibility to understand its meaning and implications for the academic community. Plagiarism can be committed in any type of assignment. Plagiarism includes but is not limited to:

1. the use by direct quotation of another person’s work, published or unpublished, without clearly setting off the quotation and/or without full and clear acknowledgment;
2. the use by paraphrase of another person’s work, published or unpublished, without full and clear acknowledgment;
3. the use of another person’s ideas, arguments, and/or thesis from a published or unpublished work without full and clear acknowledgment;
4. the use of another person’s research from a published or unpublished work without full and clear acknowledgment;
5. the use of materials prepared by a person or agency engaged in the selling of term papers or other academic materials.

Other Student Code of Conduct References

- Proscribed Conduct: Academic Dishonesty  
  (http://deanofstudents.boisestate.edu/student-code-of-conduct/)
Student BroncoMail Accounts (Updated 12/13)

Each matriculated student at Boise State University is assigned a BroncoMail account upon their acceptance to the University. This is a student email account used by faculty and staff to officially communicate with students. Students who are not fully familiar with BroncoMail and do not realize that email is the primary communication tool the University uses, may forget to log in and check their accounts. However, email messages sent through Blackboard go to students’ official My.BoiseState account. Teachers who communicate through the My.BoiseState email also increase the security of their communications.

Please inform your students at the beginning of class to expect emails through their My.BoiseState accounts. You can help educate students on the use of their BroncoMail accounts by suggesting one or all of the following tips:

- Students may forward their BroncoMail email messages to an account they use more frequently. They have the choice to keep a copy of the message in their BroncoMail account or purge it automatically. By purging the message, they will keep their percentage of space used at a minimum.

- Students can create “rules” in their BroncoMail accounts to file, purge, and forward email messages that contain certain characteristics. Rules are easy to set up and help students keep their accounts clean.
Proctor Guidelines  
(Updated 12/13)

Introduction
While registered in an online/internet course at Boise State University, students may be required to take a proctored examination. A proctor is an individual who agrees to administer examinations for students unable to travel to the main Boise State campus. Proctors promote academic fairness and ensure both the integrity and credibility of online courses and programs.

The course Instructor, student and proctor have individual responsibilities during this process. The following guidelines apply to students who request testing outside the vicinity of the main campus; students may be asked to provide proof of current location. Boise State reserves the right to verify a proctor’s identity, require additional proof of eligibility and deny/terminate use of a proctor at any time.

Note: University academic dishonesty policies apply to all remote proctoring arrangements for Boise State students.

Purpose
The purpose of this document is to provide:

- Instructors with best practices for remote proctoring based on a review of peer institutions.
- Parties involved in the process (instructor, student, and proctor) with a clear framework for identification and approval of a qualified proctor.
- Authentication of student identity and validation of the examination process.

Proctor Selection
It is the instructor’s responsibility to communicate with students which exams require proctoring and provide students and proctors with appropriate exam instructions and be available to troubleshoot concerns should they arise during the proctored exam. For additional information see Instructor Responsibilities listed later in this section.

It is the student’s responsibility to locate an eligible proctor and make appropriate arrangements prior to each examination. For additional information see Student Responsibilities listed later in this section.

It is the proctor’s responsibility to verify the student’s identity, ensure the testing environment is secure, and monitor the examination. For additional information see Proctor Responsibilities listed later in this section.
Proctor Eligibility

Eligible Proctors

- Full-time member of the teaching faculty or educational administrator of a regionally accredited institution of higher education
- Local college/professional testing center full-time staff member
- Full-time school or public librarian
- School guidance counselor or counseling staff
- School superintendent, principal, vice principal or other administrator
- Corporate educational/training officer
- Embassy education officer
- Military base/station education officer, commissioned officer of higher rank than student, commander or a librarian

Ineligible Proctors

- Relatives or friends with whom you have a personal relationship outside of school or business
- Athletic coach or member of coaching staff
- Previous (unless meets above eligibility qualifications and not a friend or relative) or current Boise State students
- Co-workers, employers or supervisors
- Spouse or significant other

Exam Locations

- Exams must be administered at an educational facility or place of business where the proctor is employed. Exams are never to be proctored at a personal residence including either the student or proctor’s home.
- Electronic exams must be administered on a computer provided by the proctor. Electronic exams are never to be administered on a student’s personal or work-related computer, laptop or other electronic device unless specifically allowed by the instructor.

Instructor Responsibilities

Before the exam the instructor agrees to:

Review and adhere to the Boise State University Student Code of Conduct. It is expected that all suspected violations of the code be brought to the Student Rights and Responsibilities Office for review. Failure to follow the code guidelines threatens the academic integrity of Boise State University.

Announce examination dates in the course syllabus and confirm the examination date two (2) weeks prior to the actual examination date. This will allow time for scheduling of proctors.

Establish specific guidelines for examinations listing allotted timeframe and approved materials available to students during the examination (i.e., calculators, books, notes, formulas, dictionary, etc.) and/or unapproved materials (closed book, no notes, four-function calculator only, no cell phones or electronic devices, etc.)

Collaborate with the Disabilities Services Office staff to schedule examinations for students who have special needs.
Review student requests for external proctor and approve/deny. Communicate decision to student and proctor within five (5) business days after receiving Proctor Information Form. Instructor has the discretion to approve or disapprove the proctor and/or the testing environment.

Provide the proctor with appropriate testing materials one (1) week prior to the date the exam opens for students. This includes but is not limited to the following:

- Electronic copy of any paper examinations or passwords for electronic examinations
- Testing guidelines and instructions
- Statement of Academic Honesty
- Contact information during the testing timeframe for questions/concerns

**During the exam the instructor agrees to:**

Respond, whenever possible, to any phone calls received from the proctor or student during the exam.

**After the exam the instructor agrees to:**

Notify students of exam grades within the established timeframe.

Review any proctor reports of student indiscretions and, using the guidelines outlined in the Student Code of Conduct, report as necessary to the Office of Student Rights and Responsibilities.

**Student Responsibilities**

**Before the exam the student agrees to:**

Review and adhere to the Boise State University Student Code of Conduct. Failure to adhere to the Student Code of Conduct will result in academic sanctions and a referral to the Office of Student Rights and Responsibilities.

Review the examination dates in the course syllabus and the individual exam guidelines to determine if a proctor is required.

Discuss the need for remote proctoring and receive approval from the instructor to have the test administered by a proctor. Review the specific requirements given by the instructor regarding the proctor and location.

Review the Proctor Guidelines to determine who is considered an eligible proctor. Identify an eligible proctor and location. Confirm the proctor will agree to the proctor responsibilities and confirm the location has the following items:

- Computer
- Reliable high-speed Internet access
- Ability to access Blackboard course site
- Ability to download MP3 files (if the exam has audio components)
- Ability to download and print Adobe PDF documents
- Access to fax or document scanner

After the identified proctor agrees to the responsibilities complete the Proctor Information Form and submit to instructor for approval two (2) weeks prior to the exam date.
Work with the proctor to schedule a time to complete the exam. Date must be within the date range defined by the course instructor for each exam.

**During the exam the student agrees to:**
Arrive early for the exam with the applicable testing materials (i.e., paper, writing utensils, reference sheets, calculators, books or other instructor approved materials) and present official photo identification to the proctor. Official photo identification includes the following:
- Boise State University student ID card
- State-issued driver's license or ID card
- Passport

Pay for all applicable proctoring fees. This may include providing an overnight shipping envelope to the proctor to ensure return of exam to instructor by deadline.

Turn off cell phones and other electronic devices. Surrender any and all unauthorized materials to the proctor. Only instructor approved materials are allowed in the testing area.

Thoroughly read all the exam instructions before starting the exam.

**After the exam the student agrees to:**
For electronic exams: fully exit the testing website and notify the proctor of completion before accessing any other area of the course website, including viewing your grades. Surrender any scratch paper to the proctor.

For paper exams: ensure your name is listed on the exam and deliver all exam materials including any scratch paper to the proctor.

**Proctor Responsibilities**

**Before the exam the proctor agrees to:**
Communicate with the instructor to receive exam instructions and information.

Work with student to schedule a time to complete the exam. If unable to proctor the exam, contact the instructor as soon as possible to certify another proctor. Do not give exam to another person or to the student without authorization.

**During the exam the proctor agrees to:**
Verify student identity using one of the following forms of official photo identification:
- Boise State University student ID card
- State-issued driver's license or ID card
- Passport

Keep exam materials and/or access password secure until student is present and ready to begin the exam.

Collect any unauthorized objects from the student and store in a secure location for the duration of the examination.

Review guidelines for the exam provided by the instructor and communicate these guidelines to the student prior to the start of the exam.
Administer the exam in an area that is conducive to test taking (few distractions) and has appropriate testing equipment if needed (i.e., computer and high speed Internet access). Remain in the room with the student throughout the completion of the exam. Video and audio monitoring is allowed provided the student is aware of this prior to the exam and recording is only accessible to the proctor or testing center staff.

Do not provide any assistance to the student in completing the exam.

Make note of any indiscretions of the student relative to the examination and report to the instructor. Be sure to include as much detail as possible including but not limited to the time of the indiscretion, screenshots of web pages visited, description of behavior, etc. Examples of concerns include:

- Using unauthorized materials during the exam
- Seeking assistance from another person during the exam without approval
- Leaving the testing area without approval during the exam
- Providing false identification or substituting for another person to take exam
- Referencing notes or books not authorized by instructor
- Using an unauthorized electronic device
- Visiting unauthorized websites or using unauthorized computer programs

**After the exam the proctor agrees to:**
Collect and return the exam to the instructor.

- If the exam is a paper copy only, allow the student the allotted amount of time. Collect the exam and any allowed materials (such as scratch paper or formula sheets) immediately at the end of the testing timeframe. Make a copy of the exam and return the completed exam to the instructor as soon as possible after completion. Retain the copy until receipt confirmation is received from the instructor. Return the completed exam to the instructor as soon as possible after completion. After confirmation is received, shred this copy.

- If the exam is electronic there is no need to return the exam to the instructor. Ensure the student logs out of the exam completely before using the computer further.

Ensure students do not leave the testing area with either a copy of the exam or any of the allowed testing materials such as scratch paper.

**Proctor Information Form**
For a web-accessible version of this form please visit
http://ecampus.boisestate.edu/faculty/files/2012/03/proctor-information-form.pdf
Course Evaluations  
(Updated 12/13)

The process for evaluating online delivered courses is consistent with university policy for all course evaluations. University course evaluations are conducted through CollegeNet, where access to the results is made available online for department chairs and instructors.

The University conducts online course evaluations every semester. Approximately two weeks before the evaluations open, a notice is sent to students, and an email is sent to the department to review the questions which students will be asked. Departments and instructors are given the opportunity to add additional questions at this time. After evaluations have been completed by students, the University will send instructors and department chairs an email containing a link with instructions on how to access the various reports.

Procedure

Prior to each semester the Office of Institutional Research asks academic departments to contribute questions to the evaluation surveys. The evaluation templates that are then created include these questions along with questions from the eCampus Center related to online course learning. Students enrolled in a course are notified of the evaluation survey on a predetermined date associated with the semester or session, and instructors also receive a notification asking them to announce the evaluation and encourage participation.

After results are gathered, academic department chairs are notified so they can obtain the results through the online program.

For academic departments that do not have their own evaluation program and decide not to use the university’s online evaluation program, the eCampus Center will gather evaluation results and forward an electronic copy to the instructor and department chair.

The eCampus Center retains a copy of all evaluations of online delivered courses and reviews them to identify technology or facilitation issues, lack of regular and substantive interaction, and reasons why students choose to take online courses.

If you have questions about the evaluation process for online delivered courses, please contact Sandy Howell (showell@boisestate.edu). For information about Boise State’s course evaluation program, contact onlineevals@boisestate.
Final Grades
(Updated 12/13)

Online Submission
All faculty members, adjunct and full-time, must enter their grades electronically through My.BoiseState. Instructions for entering grades online can be found at http://oit.boisestate.edu/myboisestate/files/2013/07/Grade-My-Classes.pdf.

Deadlines
If you are teaching a course within a shortened session (1st 8-week, 2nd 8-week, etc.), grades are due no later than five days following the last day of the session.

If you are teaching a regular 16-week class, your grades are due by the date indicated in the Academic Calendar found on the main My.BoiseState page: http://registrar.boisestate.edu/boise-state-academic-calendars/. Please make sure your grades are submitted by the appropriate deadlines.

Incompletes
As the Instructor, you may enter a grade of I—for incomplete—if all of the following conditions are present:

- The student requests a grade of incomplete before the last day of class instruction.
- The student's work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for the student to complete the course before the end of the semester.

A contract for completing the class should be created by you in collaboration with the student. The contract

- Will stipulate the:
  - work to be completed;
  - time in which it must be completed to receive a grade in the class.
- May not exceed one year.
- Must be in writing and show an acknowledged agreement by you and the student.
- Must inform the student that the incomplete cannot be removed by re-enrolling in the class.
- Can be a simple email or written form to be kept by you.

The final decision to assign an incomplete grade rests with the instructor.

Enter the grade of I—for incomplete—on the grade roster in My.BoiseState as shown on the instructions page listed above. Students who receive incompletes will be notified by email that they have Registrar To Do Items on My.BoiseState. This notification will say exactly what you have written on the grade roster.
Last Date of Attendance

If a student receives an ‘F’ grade, you must enter a “last date of attendance” in the grade book on PeopleSoft. This date determines the amount of aid a student is eligible to receive when that student withdraws or leaves a program and the amount of unearned funds that must be returned to the Federal Department of Education or the lender.

Boise State is given a short window of time to determine if a student will be required to return any federal funds disbursed to them after they have completely withdrawn from all classes.

For online programs or courses, the last date of attendance is determined by the last day a student participated in an academically related activity.

The annual Federal Student Aid Handbook provides these examples of academically related activities:

- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

eLearning Resources  
(Updated 12/13)

Two resources are available to prepare students for online, hybrid, or web-enhanced classes: an online skill building course with two participation options and an e-learning orientation. Both resources help students develop required skills. You may benefit from these resources as well because you won’t have to devote instructional or personal time to unprepared students who are in need of online learning skills.

Process

When a student is registered in your online course without the necessary computer and Internet literacy skills, first determine if they are completely unprepared or struggling with one aspect of your course. A student struggling with one or two skills may benefit by referral to the self-study option. If a student is completely unprepared to learn online you can recommend or insist that the student drop your class and take the “Introduction to E-Learning” course before taking your course. If a student does not drop voluntarily, you can drop them prior to faculty initiated drop deadline.

Course: Introduction to E-Learning

The course is designed to develop knowledge and skills required for success in web-enhanced courses, including computer literacy, Internet literacy, technology management, organization, and time management. Students can access the course in two versions:

Credit Option

The five-week long course titled “Introduction to E-Learning” is a UNIV 107 Pass/Fail offering. Students can register via My.BoiseState for the 1-credit online course. This option includes assignments, interaction, and deadlines to be completed for credit. The course is offered in all three 5-week sessions during fall and spring semesters and in both 5-week summer sessions.

Self-Study Option

Self-study students can work through all or part of the modules in a non-facilitated Blackboard site to brush up on or build new skills. This option does not include access to an instructor, interactivity with other students, or assignments. Students (or faculty) may sign in at any time and review any or all of the material. Students will not receive credit for their activity in the self-study site. To access the self-study eLearning course, go to the Blackboard login page at https://blackboard.boisestate.edu/ and click on the “Guest Access” link under the login button. That will log you into Blackboard as a guest, and you will then see on the right side of the page a category called “My Courses.” Under that category, click on the course link to “Elearning at Boise State.”

Online Orientation

Students may assess their potential for online learning success and discover tips for successful completion of online courses through this resource: 
http://ecampus.boisestate.edu/students/is-ecampus-right-for-me/
Finding Online Courses on my.BoiseState

(Updated 12/13)

When students wish to register for more online courses due to their positive first experience in your course, instruct them to visit My.BoiseState (http://my.BoiseState.boisestate.edu/). Then from the links at the left, choose the My.BoiseState Guest Login which takes the viewer directly to the “Search for Classes” page.

1. Select “Undergraduate” in the Course Career dropdown menu.

2. Select “Internet” in the Mode of Instruction dropdown menu.

3. Click on the Search button.

When students wish to register for more online courses due to their positive first experience in your course, instruct them to visit My.BoiseState (http://my.BoiseState.boisestate.edu/). Then from the links at the left, choose the My.BoiseState Guest Login which takes the viewer directly to the “Search for Classes” page.
Helpful Information for Students  (Updated 12/13)

Students can learn more about online learning and eCampus at Boise State from the eCampus Website; A comprehensive Web site for students seeking information on courses, delivery methods, programs, and much more.

Course Information
http://ecampus.boisestate.edu/courses/
A searchable comprehensive table of course information. This table offers students a quick glance at vital information about our courses: number of credits, type of course (university core, part of a degree program, general elective, etc.), in-person requirements, instructor, delivery method, and the semester in which the course is being offered.

Self-Assessment
http://ecampus.boisestate.edu/students/is-ecampus-right-for-me/
A self-screening survey which will give students immediate feedback on whether eCampus courses are right for them. Specifically, students are asked questions about their motivation, time commitments, time management, discipline, need for feedback, and comfort levels with technology.

Delivery Methods
http://ecampus.boisestate.edu/students/what-is-ecampus/
In-depth explanation of an online course to help students understand technology requirements before they sign up for a class.

Process Flowchart
http://ecampus.boisestate.edu/students/get-started/
A chart of information showing the admission and registration process at Boise State University.

My.BoiseState Search Instructions
http://ecampus.boisestate.edu/students/get-started/course-search/
Step-by-step My.BoiseState course search instructions. Remind students that the most accurate and up-to-date course information can be found on My.BoiseState.

Comprehensive FAQ
http://ecampus.boisestate.edu/students/what-is-ecampus/faq/
Answers to many of the questions students ask are in eC2’s student FAQ section. If you find yourself answering the same question more than a few times, let us know; we can easily add more information.

Contact Information
http://ecampus.boisestate.edu/center/contact-us/
This webpage provides direct contact information for eCampus Center staff.
eCampus Quality Instruction Program (eQIP)

(Updated 4/13)

The eCampus Quality Instruction Program (eQIP) is a comprehensive professional development and course improvement program that supports faculty who teach online and the academic departments that offer online courses.

However, teaching in the online environment requires new approaches and techniques. That’s why Boise State University offers comprehensive resources and training to enable quality online education.

The eCampus Center offers expert consultation and support in the design, development, and delivery of online courses and programs. The eCampus center offers several professional development opportunities through the eCampus Quality Instruction Program (eQIP).

The objectives of the program are to: (a) increase training and support for online faculty; (b) ensure suitability of—and adequate resources for—online courses and programs; (c) meet Northwest Commission on Colleges and Universities (NWCC) accreditation standards and align with best practices; and (d) support Boise State’s strategic plan.

Components

The program now consists of the following components:

- **eCampus teaching online seminar.** The eCampus Teaching Online Seminar (eTOS) is a 6-week professional development course that provides an overview of the key knowledge and skills faculty need to successfully teach an online course. The course is for faculty who currently teach or are preparing to teach a previously developed online course. It is taught by Boise State faculty with years of experience in teaching online.

- **eCampus course design and development seminar.** The eCampus Course Design and Development Seminar (eCD2s) is a 12-week professional development course in which faculty design and develop an online course that is of strategic importance to their department/college. The eCampus Center provides instruction and expert consultation on the teaching strategies and technologies that can be used by faculty to build a high-quality online course.

- **eCampus course design phase.** The eCampus Course Design Phase (eCD) is an 8-week development phase in which faculty collaborate with instructional design consultants to develop a course. This course development phase is for faculty that have already completed the 12-week seminar and know how to follow the course design process the eCampus Center uses to design and develop online courses.

- **Quality Matters peer review.** Online courses developed through the eCampus Course Design Seminar go through a peer review process in which three Boise State faculty conduct an in-depth course review. The review is based on the online course
standards defined by the Quality Matters Program – a nationally recognized program in quality assurance for online education (www.qmprogram.org). Boise State faculty that would like to participate as peer reviewers may receive training through the eCampus Center in how to evaluate online courses using the Quality Matters standards.

- **Faculty support.** Faculty instructors are offered support on an ongoing basis as they teach online, with a central point of contact—the eC2 Faculty Development Coordinator—to ensure appropriate services are provided.

Both eCampus Course Design and course development are offered each semester and in the summer.

**Faculty Response**
The best way to find out how faculty view online teaching and the eCampus Quality Instruction Program (eQIP) is to listen to what they have to say.

**eCampus Course Design Seminar (previously Online Teaching Training or OTT)**

“When I started the OTT [eCD] course, I didn’t think it would help me much, but by week 2 I knew it would be valuable. Every online instructor should have to complete it. . . . Experiencing an online course from the student side really gave me insight.”

“Absolutely the OTT [eCD] course made a difference. I didn’t expect to get much from it. But quite the opposite resulted. For one thing, I am certain I would have tried to approach this course on the model of my F2F [face-to-face] courses if I hadn’t taken the OTT [eCD] course. That is, I would have put myself center stage, creating and posting lectures, and centered performance on examinations and writing assignments. Instead I have tried an entirely different pedagogy that sidelines me and puts students in the spotlight together. That came from the OTT [eCD]. . . . I am not suggesting an online utopia has emerged but rather that the model works at least as well as traditional F2F lecture, and much better I think than trying to take my F2F approach online. Indeed I am rethinking my F2F strategy, considering replacing some lectures with online discussions.

. . . . .

I think it is absolutely fundamental to have faculty preparing to teach online complete an OTT [eCD] course. . . . I had no idea how to visualize and organize an online course before working through the OTT [eCD]. It made a tremendous impact on what I have tried to do.”

**Course Development**

“I am ABSOLUTELY sure that my [course] site is 100% better than it would have been without this course. Thanks for your patience and help!”

**Quality Matters Peer Review**

“I found the comments and advice of the reviewers invaluable; they helped me see a bigger picture of my class, its strengths and weaknesses, and how students likely encountered it. I gained useful insights on navigation and streamlining a huge body of information, information based on the work I have been doing my entire professional career (35 years), and it helped immensely to find some paths through the forest. Thanks for your help and guidance throughout this process.”
Course Content

(Updated 8/11)

Responsibility

As the instructor of your online course, you are responsible for the creation of the content. Please keep in mind the following points while you build your course content for an online, asynchronous learning environment:

- The assigned faculty member is responsible for the creation, presentation, management, and assessment of course content.
- Pedagogy is different in an online learning environment. Clear learning objectives tied to outcomes provide a way to assess whether students have gained knowledge.
- It is essential to have appropriate levels of interaction between and among the students and instructor(s) of the course.
- Online courses should be as rigorous as their on-campus equivalents with equivalent outcomes. Students often think that online learning will be easier and take less time than face-to-face classes. Letting them know up front that your online class will hold them to the same academic standards as classes held in-person allows students to make an educated decision about their learning preferences.
Copyright Compliance

Copyright Compliance (Updated 7/11)

All Boise State courses must comply with copyright laws. This presents special challenges in online courses. However, the university has some excellent resources to guide faculty and students in following copyright law. Below are direct links to each section of the website.

Boise State Copyright Website

All copyright information is now kept on the Boise State General Counsel's website at http://president.boisestate.edu/generalcounsel/copyright/. Please note in the navigation bar at the left that there are several copyright categories:

- Basics
- Content
- Fair Use
- Other Copyright Issues
- Resources

Each of these categories has extensive information. If your course includes assignments in which copyright could be an issue, please refer your students to this website as well.

Other Resources

- U. S. Government: “Reproductions of Copyrighted Works by Educators and Librarians”
- Copyright Clearance Center: “The Campus Guide to Copyright Compliance”
  http://www.copyright.com/Services/copyrightoncampus/
About Quality Matters

(Updated 4/11)

In the Fall of 2003, MarylandOnline (MOL), a statewide consortium of 19 Maryland community colleges and senior institutions, in partnership with six non-Maryland colleges and universities, two national organizations prominent in distance education, and a regional education board, received a grant from the U.S. Department Fund For The Improvement of Postsecondary Education (FIPSE). The Quality Matters™ (QM) project proposed to develop a replicable pathway for inter-institutional quality assurance and course improvements in online learning.

During the grant period QM created a set of review criteria based on research literature, instructional design principles, and accreditation standards, incorporated these criteria into a rubric, and developed training and a process for conducting team course reviews. After the expiration of the FIPSE grant, QM transitioned into a nonprofit, self-supporting organization to administer the process, update standards, and provide training in the use of the standards. QM has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. The QM subscriber list now includes more than 100 colleges and universities in 34 states. Boise State has been a member of QM since 2008.

A checklist based on this rubric is included here as a starting point for designing your online course.
Course Checkup (Based on the Quality Matters Rubric)

(Updated 5/11)
Below are listed 7 of the standards included in the Quality Matters Rubric. Below each is a question that addresses the standard. As you answer each question, read through the statements that follow it. Though not all-inclusive or exhaustive, they indicate the kinds of evidence that might support a positive response to the question, and they also give some ideas about what to look for in the course site and what to consider while answering the question.

1. General Overview and Introduction
At the beginning of the course, is a general overview of the course and an introduction to the course available, making readily apparent to students such things as the overall design of the course; navigational information; and course, instructor, and student information?

NOTE: Some of the information discussed below may be found in the course syllabus.

1. Navigational instructions make the organization of the course easy to understand.
2. Instructions provide a general course overview, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course.
3. A statement introduces the student to the course and to the structure of the student learning, including schedule, communications modes, types of activities, and assessments.
4. Expectations of student online conduct are clearly stated, however brief or elaborate they may be.
5. The self-introduction by the instructor is appropriate, helping to create a sense of connection between the instructor and the students and presenting the instructor as both professional and approachable.
6. To help create a supportive learning environment and a sense of community, students are requested to introduce themselves to the class and are given guidance on where and how they should do so.
7. Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.

2. Learning Objectives (Competencies)
Are learning objectives measurable and clearly explained? Do the objectives appear likely to assist students by focusing learning activities?

1. Learning objectives of the course describe observable outcomes, precisely describing what students are to gain from instruction and guiding instructors to accurately assess student accomplishment.
2. Learning objectives address content mastery, critical thinking skills, and core learning skills.
3. Learning objectives are clearly stated and understandable to the student.
4. Instructions to students on how to meet the learning objectives are adequate and easy to understand.
5. Learning objectives are articulated and specified on the module/unit level, and not just at the whole-course level.
3. Assessment and Measurement
Do assessment strategies use effective ways to measure effective learning? Do the assessments align with learning objectives and learning activities in a clear and direct way (constructive alignment). Are assessment strategies designed to be essential to the learning process?

1. The types of assessments measure the stated learning objectives and are consistent with course activities and resources.
2. The grading policy is presented in such a way as to be transparent and easy to understand, regardless of its simplicity or complexity.
3. Assessment and measurement strategies provide feedback to the student.
4. The types of assessments selected and the methods used for submitting assessments are appropriate for the distance-learning environment.
5. "Self-check" or practice assignments are provided, with timely feedback to students (for example, practice quizzes; games, simulations, and other interactive exercises; practice written assignments; peer reviews).

4. Resources and Materials
Are instructional materials sufficiently comprehensive to achieve announced objectives and learning outcomes? Do they appear to have been prepared by qualified persons competent in their fields?

1. The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject and provide content in a variety of ways.
2. Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student (for example, in HTML or PDF format).
3. The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident, meaning that students can easily determine the purpose of all materials, technologies, and methods used in the course and know which materials are required and which are supplemental.
4. The instructional materials, including supporting materials--such as manuals, videos, CD ROMs, and computer software--are consistent in organization, so that students can easily understand how the materials relate to each other. In addition, the level of detail in supporting materials is appropriate for the level of the course.
5. All resources and materials used in the online course are appropriately cited.

5. Learner Interaction
Is the design of instructor/student interaction, meaningful student cooperation, and student/content interaction supportive of student motivation, intellectual commitment, and personal development?

1. The learning activities are varied and promote the achievement of stated objectives and learning outcomes.
2. Learning activities foster instructor/student interaction, content/student interaction, and, if appropriate to this course, student/student interaction.
3. Clear standards are set for instructor response and availability (turnaround time for e-mail, posting of grades, etc.).
4. The requirements for interaction are clearly articulated in detail.
5. The course design prompts the instructor to be present, active, and engaged with students.

6. Course Technology

Does the course technology enhance student learning by enriching instruction and fostering learner interactivity?

1. The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.
2. The tools and media enhance student interactivity and guide the student to become a more active learner.
3. Technologies required for this course are either provided or easily downloadable.
4. The tools and media are compatible with existing standards of delivery modes and can be reasonably expected to be suitable for use by the average student.
5. Instructions on how to access resources external to Blackboard are sufficient and easy to understand.
6. The course site capitalizes on new technologies where appropriate, while standard technologies are up-to-date, efficient, and effective.

7. Learner Support

Does the course site provide students with sufficient support, both academic support and technical support? Does the course site provide students with fully accessible modes of delivery, resources, and student support?

1. The course contains a statement that tells students how to access the Boise State Disability Resource Center.
2. Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided (such as library resources, readiness assessment, testing services, tutoring, a writing center, a math center, and supplemental instruction programs).
3. Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources (for example, advising, registration, financial aid, student life, counseling, etc.).
4. Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.

8. Accessibility

Is the course accessible to all students?

1. The course acknowledges the importance of ADA requirements. NOTE: To meet this standard a course must have both a statement that tells students how to gain access to an institution's ADA services AND be on an approved Course-Management System; Blackboard is an approved system for these purposes.
2. Web pages provide equivalent alternatives to auditory and visual content, such as equivalent textual representations of images, audio, animations, and video.
3. Web pages have links that are self-describing and meaningful (for example, "Take Quiz 1" rather than "Quiz 1").
4. The course site demonstrates sensitivity to readability issues, employing appropriate fonts, color, and spacing to facilitate readability and minimize distractions for the student.