

## Recommendations for On-Line Training - Effective March 1, 2010

(Revised 2/20/13)

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The following are recommendations for the delivery of on-line training courses

1. Instructors should identify and provide technical requirements the students need in order to participate in the on-line course delivery.
2. Course developers should provide course goals and objectives. Using the required guidelines taught in the General Instructor Training Course, this information is found in the academic checklist. The academic checklist should be created to follow the format that is taught in Instructor Training. All references should be listed and at least three of them should be current to within three years of the lesson plan materials. The academic checklist needs to contain all of the course objectives and the objectives should be written in accordance to the format used and taught in the General Instructor Training Course.

At a minimum, a course academic checklist should consist of:

- a. Title
  - b. Lesson Purpose
  - c. Training Objectives
  - d. Credits
  - e. Instructional Methods
  - f. Training Environment
  - g. Materials Required
  - h. Training Aids
  - i. References
  - j. Study Assignments
  - k. Prepared By/Revised By
  - l. Date Prepared/Revised
3. An outline of the content – topic, lesson plans – should be included in the course materials. After each topic, the instructor should also include the readings, links, and other content available pertaining to that topic.
  4. The lesson should schedule interaction, dialogue, discussion forums or chats. Instructors should be utilizing the discussion forums on a regular basis. There should be student involvement activities for each course. Instructors should monitor and respond to student responses and provide constructive feedback.
  5. Post testing should be completed with any on-line course in accordance with current Commission requirements. If a pre-test is utilized, the pre- and post-test should include the same testing items. However, the instructor should scramble the test questions so the pre- and post-test questions do not follow the identical numbering pattern. Any pre- and/or post- testing results should be documented in the post-course paperwork. Instructors should ensure that no student will be able to print out any test items. Also, all tests should be administered to the students with a time limit. Requirement for re-testing should be clearly identified in the course syllabus and in accordance with current Commission requirements. (Refer to current Commission FAQ's for additional testing guidance.)
  6. There should be a syllabus developed for each on-line training course. The course syllabus should contain information such as:
    - How to access the on-line course instructor contact information
    - Level of acceptable student participation
    - Detailed course description
    - Detailed course development
    - Details of instructor expectations
      - Expectations, such as the number of times a person should get on-line, or noting that students are expected to make comments during the discussion or chats.
      - Procedures, such as how and when to email or make contact with the instructor, what

format a paper or assignment is to be submitted, or how and when to communicate with other students.

- Ethics, such as students presenting other's work as their own and not getting help or assistance on the test.
  - Grading policy (example: 70% passing score or explain the grading criteria. This should include information regarding re-testing procedures).
  - Course completion criteria
7. Maintain a class roster for each on-line course delivery.
  8. Always have some address, place, or person to get in touch with in case a student has a problem or question. It could be an email address. It could be the webmaster's email address or phone number. Reassure your students by giving them a contact in case they encounter a problem or question.
  9. A course schedule needs to be provided to the students at the beginning of each course. The course schedule should explain what is going to happen while the class is being delivered. Items such as required readings, when assignments are due, information about the discussion forum postings, and any testing should be fully explained.
  10. It is crucial for instructors to provide feedback to their students. Students need to know how they are progressing throughout the course. It is recommended that instructors provide and document feedback to each student on a timely basis or at least once a week. Feedback includes, but is not limited to, any type of grade the student receives on a quiz or assignment.
  11. Instructors should be able to explain to the students how their work is going to be assessed. It may be as simple as stating that the students must achieve a passing score (70%+) to successfully complete the course or whatever grading scale is used. If the instructor grades discussion forum participation, the following example may be utilized:

<b>Discussion Assignments Grading Criteria</b>			
	<b>0-10 points</b>	<b>11-15 points</b>	<b>16-20 points</b>
<b>Quality of posting</b>	Postings are not relevant to the questions posed.	Postings reflect the reading and some outside source material but outside source material not cited.	Postings reflect the readings and outside information with proper outside source material citation.
<b>Quality of reply</b>	Response not relevant to original posting.	Response relevant to posting but fails to support position.	Response relevant to posting and supports position with factual information.
<b>Understanding of reading and outside source material</b>	Responds to the question posted but does not mention materials from the readings.	Responds to the question posted and makes reference to readings.	Responds to question posted and demonstrates understanding of material and outside source material and properly cites information.

If written assignments are submitted and scored as part of the overall course scoring system, the instructor should be able to provide criteria on how to successfully pass the written assignment.