Dear Faculty and Staff:

I would like to thank you for taking some time to familiarize yourself with the new Distance Education Handbook. This document contains the collective work and experience of our DE staff and DE faculty. It also represents and integrates several years of observation and practice within our Distance Education Division. It reflects best research-based practices, processes and guidelines for Distance Education in the 21st century, but also respects the unique characteristics of Mercy College. The Handbook will assist faculty members who are new to distance learning as well as help ensure consistency among faculty members who are skilled DE practitioners.

As a college, we have adopted certain procedures in distance learning which will help us meet our responsibilities to the students, faculty, staff, administration, stakeholders and external accreditors. Some of the processes contained herein will ensure that we are compliant with new requirements of the Higher Learning Commission, the Department of Education and our specialized programmatic accreditors. Better yet, it will help us formalize our best practices in preparation for the future.

Since this is our first edition, we expect that there may be revisions over time. I ask that you work closely with the DE staff to help refine the handbook and the processes. It is with the best collaborative efforts of everyone that we continue to be able to grow, change and adapt to technology-based higher education.

Thank you.

Dr. Anne M. Loochtan
Vice President of Academic Affairs and Dean of Faculty
Mercy College of Ohio
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## Instructor’s Checklist

### Contact Information

**Dan Hoppe**, Director of Distance Education  
419-251-1714 – daniel.hoppe@mercycollege.edu

**Sarah McCorkle**, Instructional Designer  
419-251-1380 – sarah.mccorkle@mercycollege.edu

**Christina Siegfried**, Instructional Technologist  
419-251-1796 – christina.siegfried@mercycollege.edu

**London Weathers**, Instructional Technologist  
419-251-1762 – london.weathers@mercycollege.edu

**D2L Technical Support**  
1-877-325-7778 – Available 24/7
Spring, 2012

Dear Distance Education Faculty,

Distance Education here at Mercy College has experienced tremendous growth over the past several years. It has been through the efforts and dedication of you, our faculty, that growth and successes have been made. Although there may have been bumps along the road, with the collaborative efforts of the DE staff and with you, Mercy College has persevered and forged ahead in the area of distance learning. For that, I thank you!

In the past two years, Distance Education at Mercy has focused on a migration from eCollege to Desire2Learn, a growth from 33 online courses to 211 courses with access to D2L (540% increase), including online, traditional seated courses and the introduction of hybrid offerings. We have moved, geographically from a three office location in the Madison Building to an entire wing in the Professional Building. Needless to say, that was a tremendous amount of change in a short time frame.

In an effort to continue down this path toward growth and quality in distance learning, the DE staff has created a series of protocols, procedures and documents, to assist faculty in maintaining and building upon their courses. The intention was to offer superior support to faculty, while minimizing duplicated efforts, creating efficiencies for the DE staff, while maintaining consistency and quality for our students. Isn’t that what we all want?

As you review the Distance Education Handbook, I hope you will agree that the suggestions and expectations offered are aligned with the goals all of us strive for, as educators of quality distance learning. The documents and procedures within have already been utilized by the majority of our DE faculty, as they created and facilitated their courses over the past year. It was our intent to package and consolidate the “best practices” witnessed by our DE faculty and DE staff, in an effort to create consistency and quality.

As we move forward and prepare for Fall 2012, I ask that you review the procedures and documents included in this handbook, and feel free to ask any clarifying questions you have. As we all get comfortable and utilize this handbook, I am confident the benefits will be experienced both by DE faculty and the DE staff.

I thank you all, once again for your continued support and effort for the Distance Education Division and for your support of this handbook.

Have a GREAT Summer!

Daniel W. Hoppe, Jr.
Director of Distance Education
Technical Resources

D2L Helpdesk
The D2L Helpdesk is available 24 hours a day, 7 days a week, for both faculty and students. Please contact the D2L Helpdesk for both technical support and general questions regarding the system. 1-877-325-7778.

Elluminate Technical Support
Elluminate Live Conferencing is owned by Blackboard Collaborate. Distance Education has three Elluminate rooms that faculty may utilize. To reserve a room, compose an email to sarah.mccorkle@mercycollege.edu and include the date, time, and duration of your live session. If you or your students require technical support while on the Elluminate system, call Blackboard Collaborate directly at 1-866-388-8674 (When prompted, choose Option 2, Option 1).

Turn It In
Mercy College subscribes to Turn It In, the plagiarism reporting portal. Turn It In is administered by The Writing Center. If you would like an account, or need assistance, contact Clayton Chiarelott 419-251-1479.

VoiceThread
VoiceThread is an asynchronous collaboration tool that allows students to upload a presentation, utilize a whiteboard, and post audio commentary. VoiceThread is only available to Distance Education instructors, as we utilize a subscription service. There is no additional fee for students. For more information on VoiceThread, compose an email to sarah.mccorkle@mercycollege.edu.

Films on Demand
Films on Demand is a service provided by the Mercy College Library. You must have a library barcode to view videos available from this service. To ensure that students also have access to troubleshooting and technical information, please work with your assigned Instructional Technologist if you would like to add one of these videos into your online or hybrid course. For more information on your Films on Demand account, contact the Mercy College Library 419-251-1700.

CHP Helpdesk
The CHP Helpdesk can provide assistance with your Mercy College email, your network storage, and your network login for computers on campus. The CHP Helpdesk also provides access to copiers and printers on campus. 1-800-498-1408. The CHP Helpdesk does not provide assistance for educational technologies such as D2L.

Distance Education Services

D2L Guidebook
The D2L Guidebook is produced by Distance Education in-house and contains preferred settings and best practices for building content within D2L. Nearly all questions regarding the system can be answered by referring to your D2L Guidebook.

Semester Preparation Deadlines / Timeline and Module Start Date Restrictions
This two page document is distributed prior to the start of each semester. Semester Preparation Deadlines communicate to faculty the dates for submission of new materials and materials part of a major revision, as well as the deadline for readying your upcoming semester’s course section. The Timeline and Module Start Date Restrictions page details the dates for each module to open, as well as a list of dates the college is closed for breaks and holidays. Faculty are to abide by these dates and set Module Start Date Restrictions accordingly.

D2L Training
Online and Hybrid instructors will receive a one-on-one training session as part of their final consultation. Distance Education also offers group Desire2Learn training sessions to our landbased instructors at the beginning of each academic year.

Distance Education Workshops and Professional Development Opportunities
DE will distribute various flyers and internal communications to all Mercy College instructors announcing upcoming workshops, professional development opportunities, and technology showcases.
Proctored Testing
Proctored Testing for midterms and/or finals is the preferred method of assessment in distance learning courses and is recommended by the Department of Education and the Higher Learning Commission for student identity verification. Faculty who prefer to use their final exam as an opportunity to meet their students in person at the end of the term can proctor their own exam at a designated time in our facility. Otherwise, students can schedule their exam time Monday through Friday during normal business hours. Extended hours may be offered if a need is identified.

DE Staff facilitates the distribution and site verification of proctored exams on behalf of DE instructors for students who find it inconvenient to take their exam in the Toledo area. This service eases the burden on both the instructor and student, allowing the student to enjoy the benefits of receiving their education at a distance from Mercy College while not being inconvenienced by returning to the Toledo campus for their exam. If you are interested in DE’s facilitation of your proctored exam, or would like more information, please contact Sarah McCorkle.

Think Tank & Video Studio
The Think Tank is a special lab reserved for Faculty and contains three work stations, a video studio, and a collection of books on various subjects regarding the use of technology in teaching and learning. Coffee and tea are available throughout the day. Faculty may stop by and work on their D2L course, Add a Syllabus, Upload Course Files, or set up a Gradebook with help nearby.

Student Expectations and D2L Procedures
These expectations and procedures are provided to students in various locations throughout the learning management system. Faculty should familiarize themselves with these procedures and consider adding the expectation information to their syllabus.

Access to Desire2Learn is granted to any student who registers for a class. Each instructor determines if and how much of the platform is utilized in land-based classes. Some online and hybrid classes will utilize a website other than D2L for retrieval of course materials.

Students should not use Desire2Learn to verify course registration. Contact the Office of Student Records if you believe your account data is incorrect.

Course access opens and closes based on dates set by the Empower system. Students will not have access to their Desire2Learn course materials after the class has ended. Therefore, students should consider saving any copies of their work that may need to be referenced at a later date outside of Desire2Learn.

Official grades are provided to students in the Empower system. The Desire2Learn gradebook is provided for student convenience only and is not an accurate representation of official grades. Contact your instructor, or refer to the Empower system, if you have questions regarding your course grade. Midterm and Final grades are released only by Empower. An on-going calculation of your grade will not be displayed in D2L.

Students are strongly advised to backup any assignments intended for delivery to a Desire2Learn dropbox or discussion forum before submitting. In the event of a power flicker, a frozen computer, or lost Internet connection, having a copy of your submission on your own computer will be very helpful to you.

Students are strongly advised to save each question one at a time on Desire2Learn quizzes to reduce the risk of error or lost data in the event of a power flicker, a frozen computer, or lost Internet connection.

Only your course instructor can answer questions regarding access to date-restricted content in Desire2Learn. All requests for re-access to quizzes, dropboxes, or discussions must be initiated by the instructor. No requests of this type from students can be honored by the D2L Helpdesk or Distance Education staff.

Students who encounter a technical issue that prohibits them from submitting an assignment in Desire2Learn are to call the Desire2Learn 24/7 Help Desk at 1-877-325-7778. The D2L Helpdesk will: 1) Attempt to resolve your issue by phone; 2) Document the date, time, duration of, and specifics around your technical issue; 3) Generate a ticket which is sent to Mercy College.

Your instructor will use the information provided by the Desire2Learn Help Desk to make an informed decision regarding: accepting your assignment, reopening an assignment, or extending time on an assignment. Without a ticket from the D2L Help Desk, we will be unable to assist you.
Distance Education Terminology

Course Developer – A subject matter expert, typically a full time or adjunct Mercy College of Ohio faculty member. The Course Developer may or may not teach all sections of the course being developed for Distance Education depending on the needs of the college.

Learning Management System – A website that hosts online course materials. Currently the LMS used at Mercy College of Ohio is Desire2Learn.

Instructional Designer – Initial point of contact for course development, is responsible for assisting the Course Developer in the design, layout, and technology selection for the assignments and activities within the course. The Instructional Designer also assists in the ongoing, continuous assessment of quality within the Distance Education course.

Instructional Technologist – Is responsible for assisting the Course Developer in the development of multimedia content within the Distance Education course and providing technical assistance to faculty and students who use the materials.

Quality Matters – A consortium of education professionals using current research to promote a faculty-centered, peer review process designed to ensure quality of distance learning courses. Mercy College of Ohio uses Quality Matters research as a basis for course design and ongoing, continuous assessment. (www.QMprogram.org)

Design Process

Initial Consultation
Begins no later than 90 days before the course goes live
The Course Developer will initially consult with an Instructional Designer to determine the best approach to conducting their specific assignments, projects, and assessments in the online environment. Any pre-developed materials used in traditional, land-based courses should be presented at this initial consultation.

The Course Developer and Instructional Designer will determine how to divide up the work load for creating the course. The Course Developer will be given a flash drive with a modular template for course development and folders for storing worksheets, handouts, articles, etc.

In addition to the initial consultation with the Instructional Designer, the Course Developer will meet with their assigned Instructional Technologist. In this meeting, multimedia needs will be determined and a timeline developed for completion. The Course Developer is expected to return on an as-needed basis for guidance, clarification and assistance.

Quality Matters Review
Begins no later than 30 days before the course goes live
All learning materials, with the exception of multimedia pieces in development, should be built and loaded in the Learning Management System no later than 30 days before the course is available to students. The Instructional Designer will begin a review of the course using Quality Matters research as a basis. The Instructional Designer, Instructional Technologist, and the Course Developer will make any changes based on recommendations from all parties involved.
Final Consultation
Begins no later than 2 weeks before the course goes live
The Course Developer will meet with the Instructional Designer for a final consultation no later than 2 weeks before the course is available to students. The Course Developer and Instructional Designer will review any additional training of new tools used outside of the Learning Management System. Additionally, the Course Developer will receive hands-on training with the Learning Management System, tailored to the tools utilized within their specific course.

The Course Developer, Instructional Designer, Instructional Technologist, Associate Academic Dean and Director of Distance Education will sign off on the course materials and permit the course to go live.

Course Development Workload/Stipend Considerations
Full-time Faculty: Development of new online-delivered courses will be built into the Course Developer’s workload, in consultation with the appropriate Associate Academic Dean. Any compensation will be paid in accordance with the faculty workload policy.

Adjunct Faculty: Course Developers under an adjunct contract will be paid for development of online-delivered courses in the form of a stipend, using a project-based fee structure. Compensation to adjuncts will be paid upon completion of the course design process, and only when all signatures have been obtained through the final consultation.

**No Compensation will be paid for the re-development of a course, which has already been created within the learning management system by the same instructor.

**Compensation for course development will be paid from the appropriate program/divisional budget. (Will continue to be paid from DE for 2012 for all planned new course developments.)

Quality Assessment
To be completed at the end of the semester after a course has been taught for the first time
The Course Developer, Instructor (if different from the Course Developer) and Instructional Designer meet for a quality assessment, including:

- Student course evaluations,
- Discussion Forums (Virtual Office, Threaded Discussion),
- Communication notes (e-mails, instructor notes, etc.).

The Course Developer/Instructor will alert the Instructional Designer to any changes that had to be made while conducting the course, opportunities for further clarification for the benefit of students, and assignments that worked well or did not work well. The Instructional Designer will assist the Course Developer in making the recommended changes to the course.

The Director of Distance Education will then review and approve the course, permitting it to be taught again.
Continuous, Ongoing Assessment

To be completed yearly or when problems arise

Peer Review
Begins week of course midterm
A Mercy College peer also teaching within Distance Education will join the Course Developer for a peer review of the course materials. The peer will review the course content to ensure that materials, student expectations, and assignment descriptions are clear and concise.

Semester Evaluations and Feedback
Student course evaluations will be collected and reviewed by Distance Education, the Course Instructor, and the appropriate Academic Division. A Faculty Feedback Form will be distributed to all Course Instructors (when different from the Course Developer) and will assess the effectiveness of:

- Assignment expectations, directions, and rubrics;
- Appropriateness of supplemental materials, handouts, and additional readings;
- Distribution of point values for assignments, rubrics, and the course grading scale;
- Appropriateness of the technology tools selected for each assignment, ease of use, and effectiveness of directions provided;
- Preparedness to conduct the course with the materials, training, and tools provided.

Yearly Course Audit
The Course Developer, or an appointed Course Instructor (appointed by appropriate dean), will revisit the course materials. It is expected that the faculty member reviewing the course will make the appropriate updates to videos, research articles and other course materials that are no longer current or have since become unavailable. Recommendations based on Course Evaluations and Faculty Feedback will be compiled by the Instructional Designer and designated Instructional Technologist.

Once completed, the appointed Developer/Instructor, Instructional Designer, and Director of Distance Education will sign off on the revised course materials and permit them to be taught again
The following is a brief, but not exhaustive list of general expectations of Distance Education Faculty. Refer to your academic division for additional expectations as it pertains to your specific program.

**D2L Training and Technology Confidence**

*Instructors demonstrate successful mastery of skills needed to teach in the online environment*

Instructors developing a course for the first time, undergoing a major revision, or utilizing a new technology with the assistance of Distance Education Staff will receive hands on, one-on-one training based on the specific tools used to conduct the course. Instructors will demonstrate successful mastery of the skills received during the one-on-one training session.

It is expected that faculty will use these skills, along with the D2L Guidebook (produced by Mercy College), to update and maintain their course in future semesters. Faculty should not rely on DE Staff to update and maintain the materials for them, nor should they submit requests of this kind. This includes: Copying between Courses; Start Date Restrictions; Creation of New Quizzes, Dropboxes, and Discussions; Revisions to the Gradebook; Setup of Groups; Addition of New Assignments utilizing the same or similar technologies.

After having not taught in the online environment for some time, should an instructor need a refresher training opportunity, this should be scheduled well in advance of the deadline for having materials loaded and ready in D2L. Contact a member of the DE Staff to arrange this type of training opportunity.

**Multimedia Use, Revisions, and Copyright Expectations**

*These expectations help ensure a quality experience for our students through the appropriate use of multimedia*

All changes to Multimedia (videos, PowerPoints, podcasts, lectures, etc.) should be submitted to your assigned Instructional Technologist well in advance of the start of the semester. Faculty will utilize their Instructional Technologist for the development of pedagogically sound and professional quality multimedia pieces.

Mercy College has selected a limited number of acceptable file formats, settings, file sizes, and dimensions for multimedia delivery. This ensures that students can view our multimedia in a flexible format on a variety of computers without installing multiple players and plug-ins. All multimedia must be approved by DE Staff and changes will be made to formats as deemed necessary.

Instructors are responsible for obeying all copyright laws and educating themselves appropriately. Please utilize Distance Education Staff and/or Mercy College Library Staff as appropriate when you have a question regarding copyright and fair use. Materials not created by the instructor, or Mercy College, should be cited appropriately in APA format.

**Instructor Provided Lecture**

*Lectures replicate the classroom experience and provide students with the benefit of the instructor’s expertise*

Instructors are responsible for Audio or Video Lectures, reviewed each time the course is taught, in a format best suited for the materials being presented. Course content must be equivalent to the content in a landbased course. Specific technologies used must be adapted to the environment in which the course is being delivered and must maximize achievement of learning outcomes in those environments. Examples of lectures include, but are not limited to, an audio-only “podcast”, a professionally-produced video lecture, or a PowerPoint with voice-over. Additional tools and opportunities are available; please contact your Instructional Technologist.
**Communication Expectations**

These minimum expectations ensure that our students feel a connection with our Distance Education Faculty.

Instructors should provide contact information and a short biography on the *Welcome Note from the Instructor* page. Photos are also encouraged.

Instructors should post a weekly message to the News component on the Course Home tab. This message should offer encouragement, a reflective quote, or reminders of upcoming projects.

Instructors should utilize their official Mercy College email account for correspondence with both the college and students. The use of third party email addresses is strongly discouraged. Forwarding your Mercy College email to another account will soon result in a full Mercy College inbox (messages are not deleted after they are forwarded) and your mail will be bounced back as undelivered.

Instructors should respond to email inquiries, voicemail inquiries (if provided to students), and discussion postings directed towards the faculty within 48 hours. This excludes holidays but includes weekends. Notify students when you are not available (at a conference or on leave) and direct students on how to receive assistance (D2L Helpdesk, Program Chair, etc.) if needed.

Instructors should return graded assignments within 72 hours after the assignment due date has closed on the dropbox, quiz, or discussion.

Instructors are expected to be available for, at a minimum, 2 hours of “live office hours” per week. Availability should be posted in the syllabus. Changes should be announced 48 hours in advance. Live Office Hours can be conducted through Elluminate live chat, by phone availability, instant messaging, or another medium of choice. Some instructors choose to set up a “polling” opportunity for students to vote on the most appropriate time to hold the office hours. Please contact Distance Education if you are unsure whether the method you are considering would be appropriate.

**Professional Development Opportunities and Workshops**

*DE hosts a variety of workshop opportunities promoting best practices in online teaching and learning*

DE Staff will distribute and make known a list of professional development opportunities and workshops to promote best practices in online teaching and learning. DE instructors should make a reasonable effort to participate in professional development opportunities offered by Distance Education and through professional organizations that focus on online teaching and learning.

**Student Assessment**

*These minimum expectations promote academic integrity and accurate assessment of student learning outcomes*

It is expected that instructors will use a variety of assessment techniques to assess student learning in the online environment. The use of multiple-choice only assessment is strongly discouraged by Distance Education. While multiple-choice questions certainly have their place, there are many options available that will assist in the deterrence of academic dishonesty.

These include:

- Combination of multiple choice and essay questions weighted appropriately.
- Randomization of both question order and question answer options through a question pool.
- Use of Distance Education’s Proctored Testing Facility and site verification/distribution services.

It is expected that when using multiple choice questions as an assessment method (excludes short self-
assessment opportunities at the end of a chapter) instructors will use the Randomization features to their fullest potential.

Proctored Testing and Project-based assessment methods will be mandatory at strategic points in each distance learning degree program and strategized by their Academic Division. Proctored Testing for midterms and/or finals is the preferred method of assessment in distance learning courses and is recommended by the Department of Education and the Higher Learning Commission for student identity verification.

**Grading Final Exams, Projects, and Releasing Final Grades in D2L**

*DE asks that instructors follow policies set forth by Student Records pertaining to Midterm and Final Grades*

Instructors will treat feedback on final exams and final projects much the same as a landbased class. Instructors wishing to provide feedback of this kind should do so via email or during office hours. Distance Education course sections will not be reopened nor dates extended to allow students to retrieve an assignment grade or feedback after the semester has ended. Course access opens and closes based on dates set by the Empower system. Students will not have access to their D2L course after the class has ended.

D2L does not display a “total grade” for students. Students can see the individual grades received for each assignment and potentially use a calculator to do the math themselves. The Office of Student Records asks each semester that instructors do not publish the students’ final total grade in D2L. Students should use Empower to receive their final grade for your class. Students who owe an outstanding balance to the college must pay their bill before receiving grades.

**Course Management Expectations**

*These minimum expectations help ensure that our students have a quality Distance Education experience*

Instructors will preview every page, link, quiz, discussion, dropbox, and all appropriate settings and restrictions before the module opens to students. It is suggested that instructors add a reminder to their calendars in the middle of the week to thoroughly inspect the upcoming week’s module and correct any errors they find. If you encounter an issue that you cannot resolve on your own, please refer to your D2L Guidebook first and then contact D2L Support. *Nearly all of our student calls to the D2L Help Desk could have been resolved had the instructor double checked their module before it opened.*

Instructors will encourage students to call for D2L Support when they are unable to complete an assignment. While it is expected that faculty will use good judgment in providing a reasonable accommodation in the event of a technical issue, technical issues are not a valid excuse for a student who did not complete their work. By calling D2L Support, the student’s issue may be resolved on the phone and/or a ticket will be generated and sent to the instructor and DE Staff verifying the time, date, and circumstances of student’s call. This will allow the instructor to make a more informed decision as to determining the student’s need.

Instructors will release only one unit of learning, or Module, at a time. Modules typically last one week (with the exception of some continuing education courses) and everything the student needs to complete their assignments will be contained in that week’s module. Mercy College Distance Education does not offer “correspondence courses” of any kind, but rather keeps students on pace together to facilitate a learning community through discussion and collaboration. Instructors will not make available the entire course at once nor allow students to work ahead of the rest of the class.

Instructors will follow each semester’s **Timelines and Module Start Date Restrictions** distributed by Distance Education, which lists Start Date Restrictions for each week’s materials. Instructors will not “end” their class a week early and/or have assignments due on holidays or days the college is closed for break. (Continue for more information.)
Distance Education Staff will distribute and make known a list of Deadlines for submission and setup of materials in Desire2Learn. These deadlines are set based on the number of courses scheduled and the amount of overtime DE Staff worked during the previous term in performing the routine course audits.

The Semester Preparation Deadline allows a very brief window of time for DE Staff to make updates to the code and links within your course based on changes to D2L’s system during their routine maintenance upgrades, Hot Fixes, and upgrades to newer versions of the LMS. DE Staff continuously monitors tickets from both the D2L Help Desk and interdepartmental communications in regards to technical glitches and discrepancies in navigation and display of materials.

DE Staff will also use this time to check for common instructor errors in the setup of your course, clean up any formatting or coding issues to maintain a professional appearance within your pages, and add your End of Course Evaluation.

If your course is not ready by the setup deadline, DE Staff will copy the most recent version of your course and add Module Start Date Restrictions only. DE Staff will not assign new due dates nor will they make any additional changes to date tables, syllabi, etc. The appropriate academic chair or dean will be contacted regarding the instructor’s inability to meet the deadline. (For your convenience, a Checklist of common tasks for preparing your course for a new semester is provided on Page 26.)
Timelines and Module Start Date Restrictions

Distance Education ◊ Mercy College of Ohio

**Distance Education**

DE will provide a **Timeline** for 5 week, 8 week and 16 week classes (and summer semesters). These timelines indicate each academic week and when modules should open, as well as a guide for when the last assignments for that week should be due. The timeline helps keep the entire Distance Education Division on the same schedule, across all degree programs, as well as continuing education and college electives. Distance Education students taking multiple classes at a distance will always have the same start and end dates for each week and this will allow your course to run more smoothly and alleviate confusion or late assignments. It is to the instructor’s benefit to keep on pace with the rest of the division.

Modules will always open on a Sunday at 12:01 a.m. Eastern Standard Time. Due dates, no matter what day of the week, should be at 11:59 p.m. The 12:01 / 11:59 distinction serves to alleviate confusion as to midnight at the start of a new day or the end of a previous day.

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**Example of a Fall second 8 week Timeline:**

**Modules always open on Sunday 12:01 a.m.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Opens</th>
<th>Start Date Restrictions</th>
<th>Represents Week Of</th>
<th>Week Ends / Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Open by Default</td>
<td>none</td>
<td>Wednesday, October 17</td>
<td>Tuesday, October 23 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sunday</td>
<td>October 21 12:01 a.m.</td>
<td>Wednesday, October 24</td>
<td>Tuesday, October 30 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sunday</td>
<td>October 28 12:01 a.m.</td>
<td>Wednesday, October 31</td>
<td>Tuesday, November 6 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sunday</td>
<td>November 4 12:01 a.m.</td>
<td>Wednesday, November 7</td>
<td>Tuesday, November 13 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sunday</td>
<td>November 11 12:01 a.m.</td>
<td>Wednesday, November 14</td>
<td>Tuesday, November 20 at 11:59 p.m.</td>
</tr>
</tbody>
</table>

**Academic Week Shifts for Fall Break from Wednesday to Monday**

| Week 6 | Sunday | November 25 12:01 a.m. | Monday, November 26 | Sunday, December 2 at 11:59 p.m. |
| Week 7 | Sunday | December 2 12:01 a.m. | Monday, December 3 | Sunday, December 9 at 11:59 p.m. |

**End of Course Evaluation, December 9 at 12:01 a.m.**

| Week 8 | Sunday | December 9 12:01 a.m. | Monday, December 10 | Sunday, December 16 at 11:59 p.m. |

**Course Ends Sunday, December 16 at 11:59 p.m.**

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Notes are provided regarding breaks or shifts in the academic week, but Modules still open on Sunday.

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It is to the instructor’s benefit to have consistency in assignment due dates. For example: a chapter review is always due on Thursdays so the instructor can provide feedback before Sunday’s quiz. You may find that the Fall schedule causes conflict after Thanksgiving break, as the academic week shifts from “Wednesday” to “Monday” during the 8wk2 term. If you choose to also follow this shift, make your students aware of the change to routine due dates at least one week in advance. Most of our Distance Education students are working adults who may need to arrange time around work and family in order to complete their course assignments. An unexpected change in routine causes anxiety and confusion among students.

In consultation with the College Registrar, modules within the Fall 16wk Term will remain open for students to work online Monday and Tuesday of Fall Break. **Much like the week of Spring Break, DE will observe a week off for Thanksgiving Break.** This break will be outlined in the Fall 16 week Timeline each academic year.

Instructors will use the Timeline to set the **Start Date Restrictions** for each Module. The “Week Ends / Assignments Due” column should be used as a guide for setting your own due dates.

To see the proper use of the Start Date Restrictions column, continue to the next page.
Content Tab - Start Date Restrictions

Course Information (No Start Date Restriction)
Welcome Note from the Instructor
Required: Syllabus, Virtual Office
Other: Introduce Yourself, Reading Outline, Schedule

Module 1 (No Start Date Restriction)
This module should be open on the first day of class.

Module 2 (Start Date Restriction: Sunday, 12:01 a.m.)
This module will contain the second week’s materials.

Only Modules have Start Date Restrictions, not the Content Items within. An exception to this rule would be a page containing an Elluminate Live Conferencing link. The “information” page will close 30 minutes before the session begins and the “live” page will take its place.

☑️ Start Date Restriction on a Module
Start Date Restrictions should appear on the module only. All Content Items within that module will inherit the Start Date.

Module 2: Face and Neck

Incorrect

☑️ Start Date on a Content Item
Start Date Restriction should not appear on an individual Content Item. If you wish to limit the availability of an exam, for example, to only Friday and Saturday, set these date restrictions under the Quiz Tab ONLY.

End of Course Evaluation
Students can’t access the last module until passing through the Course Evaluation page. You cannot change the Start Date Restriction on the last module after your Evaluation has been set up, as instructors cannot access the Course Evaluation screen. Attempting to do so will lock students out. Contact DE Staff if you need to make a change to this date.
Distance Education Staff have created templates for each type of page or assignment a student might encounter in your course. The templates contain additional information, directional, and support information to reduce the number of student calls we receive. If you have questions regarding the information DE Staff have added in your course, please ask for clarification before removing this type of information.

Pages within your D2L course have a uniform look and feel because of a *Stylesheet* applied by DE Staff to your HTML page code. This is what makes some text appear light blue, have an underline, etc.

```html
<html>
<head>
<title>Assignment One</title>
<link href="/shared/Logos_and_Stylesheets/stylesheet_blue/Blue_STYLE.css" rel="stylesheet" type="text/css" />
</head>
<body>

It is strongly suggested that you format your text within D2L, rather than formatting in a program like Microsoft Word and then copy/pasting into D2L. Word is not a webpage editor, and when you paste from Word it brings over a lot of conflicting residual code that you cannot see. This causes a host of other problems and can sometimes corrupt your pages in D2L so they no longer display properly or allow you to edit them.

Change text formatting using the **Format** menu, *not* the numerical **Font Size** menu.

When a new course is created, or undergoes a major revision, DE Staff will conform to these templates while working with your course materials. If you included new assignments or resources yourself to a course that you are teaching again, DE Staff will make template updates on your behalf during the routine audit that occurs in the **two week time frame before the course opens**.

The following section contains examples of Distance Education course page templates. If you make revisions or add new assignments *after your course opens to students*, please attempt to conform to these templates yourself or contact a member of Distance Education staff if you need assistance.
These resources appear by default on your Course Home tab. Please do not add or remove additional components.

**News**
In this example, the instructor is using the News Item to create a sense of presence.

**Start Here**
Refer students to these guides if they contact you because they are unable to view feedback you’ve left them.
Welcome

Instructor's Bio Here

Each week a new module will open on Sunday at 12:01 a.m. Eastern Standard Time. Access for dropboxes, discussions, and quizzes will close at 11:59 p.m. on the due date listed in each module's introduction.

All students are enrolled in the D2L Student Tutorial. A link will appear in your list of courses upon logging into the system. It is advised that all students also complete the D2L Student Tutorial during the first week of this class. Student Resource boxes appear on both the D2L Home Page and the Course Home Page. There you will find information on getting help with D2L and recommended downloads to optimize your system for the D2L platform.

1. The instructor will provide a short biography and introduction. Including a photo is strongly encouraged.

2. The two paragraphs at the bottom of the screen are provided by Distance Education Staff.
Faculty will utilize the same syllabus template as their academic division. The syllabus will be provided in Desire2Learn as an HTML page or in PDF format, not Microsoft Word. Word documents become stuck in pop-up blockers in the student view when loaded directly under the Content Tab. (Word, PowerPoint, and Excel documents should be linked on a page, never added as a stand-alone piece of content.)

Distance Education requires that the following also be included in your course syllabus:

- Your name
- Email address @mercycollege.edu
- Preferred method of contact
- Dedicated “live office hours”

Students are to request technical support, rather than not completing course work, when an issue arises. As of Fall 2012 the number for D2L Support is 1-877-325-7778.

Notice of any scheduled proctored exams and a statement that the instructor will, at their discretion, require that students are to have their exams proctored if academic dishonesty is suspected in the class.

The online classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn and respect for the professionalism of the faculty are maintained. Student conduct which disrupts the teaching/learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class.
Discussion forum linked under Course Information

The virtual office is simply a discussion forum containing one topic.

This should be linked within your Course Information module under the Syllabus.
Module 2
Face and Neck

Week of 01/17/12 – 01/22/12

This week we will concentrate on the face and neck. The Resource Review assignment is due. Remember your Case Study is due next week. As this is an accelerated course it is never too early to start an assignment, I recommend you start work on your Topic Paper this week.

Module Outline

<table>
<thead>
<tr>
<th>Assignments and Activities</th>
<th>Point Values</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Reading and Media Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Outline</td>
<td>20</td>
<td>Sunday</td>
</tr>
<tr>
<td>Weekly Quiz</td>
<td>25</td>
<td>Sunday</td>
</tr>
<tr>
<td>Resource Review</td>
<td>20</td>
<td>Post: Friday, Reply: Sunday</td>
</tr>
</tbody>
</table>

Looking Ahead: Case Study Presentation | Due Mod 3

Module Objectives

- Name and locate anatomical structures of the face and neck in cross-sectional images.
- Describe the function of each anatomical structure of the face and neck.
- Describe the relationship of each face and neck anatomical structure to surrounding structures.
- Describe and identify common pathologic conditions of the face and neck.

Each module will include an Introduction page. This has 4 required sections.

1. A table including a Mercy Logo, the Module Number, the Module Subject, and Date Range the module covers.
2. An opening paragraph to the module, written by the instructor as though speaking to the students.
3. A Module Outline table which includes a list of Assignments and Activities, Point Value for graded work, and Due Date.
4. A list of Objectives for this specific module.
Within each week’s Module

**Readings**

Read the following for Module 2

*Fundamentals of Sectional Anatomy, 3rd Ed.*

- **Chapter 2**
  *Pages 67-92*
- **Chapter 3**
  *Pages 95-120*

**Presentations**

- **Structures of the Ear**, 25 minutes *(PDF Version)*
  
  If prompted by your browser, choose to display both secure and non-secure items. Close and restart your browser if necessary.

**Need Help with Your Player?**

- Visit the **Recommended Downloads** page.
- Christina Siegfried, Mercy College Distance Education
- 419-251-1796 or christina.siegfried@mercycollege.edu.

Readings will include the name of the textbook and edition number, as well as the chapter and/or page numbers.

Presentations (Lectures) will include directions on secure/nonsecure items and the “Need Help with Your Player?” information.
A discussion forum linked under the week’s module

Provide information on expectations for posting (number of original posts, number of replies) and any expectations on timeliness in participation (post by Friday, reply by Sunday).

A discussion rubric should be provided, explaining how the posts will be graded (grammar, contribution, substance, references, etc.). The discussion rubric is to be linked, and not copy/pasted as a table directly into the discussion’s instructions. The link should always open in a new window.
Within each week’s Module

Content Outline Assignment

You will finish a partially completed outline from both the Chapter Reading material and Media Module content. Content Outlines can be supplemented with any additional information you feel contributes to your understanding of the topic. At a minimum a brief definition for each listed subject item is required for full points.

- Content Outline for Module 2
  Right click and choose "Save As.." or "Save Target As.."
  and save to an easy to find location, such as your Desktop.

Submission

- Submit to the dropbox here

The assignment contains 2 required sections.

1. The assignment instructions should include all expectations and directions for completing the assignment in one place. Instructors should never refer students back to the syllabus to locate instructions for completing the assignment. Any supplemental materials, such as PDFs, Microsoft Word Documents, Web Links, etc. will be included on the same page. Microsoft Office documents needed to complete the assignment will also include instructions for saving the file to the student’s computer. Microsoft Office documents get caught in pop-up blockers when in the student view.

2. The Submission area contains a link to the appropriate dropbox. This area can optionally include a brief reminder for commonly forgotten tasks. (For example: Don’t forget to include the names of everyone on your team!)

An optional section, very useful for larger assignments, would be an Assessment section. This section would include a link to a grading rubric or specific breakdown of grading for the assignment.

Also note that a dropbox can receive multiple files for the same assignment, such as a paper written in Word and a presentation composed in PowerPoint.
Within each week’s Module

**Video Review**

Write a 3-4 page APA formatted paper on the key points of the video and incorporate your own thoughts and concerns about the video and submit it in the dropbox for video review.

- Please see video review rubric.

**Demand Theory: Household Behavior**

For the Module 2 video assignment, use the links provided below:

- Demand Theory
  
  If prompted by your browser, choose to display both secure and non-secure items. Close and restart your browser if necessary.

**Need Help with Your Player?**

- Visit the Recommended Downloads page.
- Christina Siegfried, Mercy College Distance Education
- 419-251-1796 or christina.siegfried@mercycollege.edu.

**Submission**

- Submit to the Dropbox Here

The Video Review contains 3 required sections

1. The assignment instructions should include all expectations and directions for completing the assignment in one place. Instructors should never refer students back to the syllabus to locate instructions for completing the assignment. Include a rubric in this section if you have developed one.

2. The Video Link will include directions on secure/nonsecure items and the “Need Help with Your Player?” information.

3. The Submission area contains a link to the appropriate dropbox. This area can optionally include a brief reminder for commonly forgotten tasks. (For example: Don’t forget to cite using APA!)
Within each week’s Module

The quiz has 3 required sections
(NOTE: Instructors **should not** add a start date restriction under the Content tab)

1. Under the Content tab, a page describes the quiz and includes information regarding materials covered on the quiz, availability, time limits, and allowed materials.

2. A link is provided on this page to the quiz.

3. On the quiz itself, an academic integrity statement should be added to the Quiz Description (Properties tab). This text is provided below in greater detail.

Dear {firstname},

I expect you to work alone on all assessments (quizzes/exams) within this course. Please do not work together, share answers, or provide questions ahead of time to another student. Collaboration with another student on an exam is considered a violation of the Academic Integrity Policy at Mercy College (refer to the course catalogue).

It is advised that you press the Save button and save your response to each question. In the event of a technical error, some of your work may be retrievable. Call the Desire2Learn technical support team if you encounter a technical issue during your exam period: 1-877-325-7778

Thank you,

INSTRUCTORS NAME
Instructor’s Checklist

Distance Education ◇ Mercy College of Ohio

Instructors will complete this checklist prior to the start of each semester. Refer to *Semester Preparation Deadlines* distributed by DE Staff.

**Copy Course**
- □ Starting in new, empty course: *Content Tab > Manage Files* (on left) > *Import, Export, Copy* (on left)

**Content Tab**
- □ Updated Syllabus
- □ Welcome Note to Class
- □ Virtual Office Link
- □ Modules open on *Sundays* based on *Timeline and Module Start Date Restrictions* distributed by DE Staff
- □ No Date Restrictions on individual content within Modules
- □ Weekly Introduction Page - dates updated
- □ Modules have link to Quizzes or Discussions
- □ Links to all websites and videos still work
- □ Links to old Course Evaluations have been deleted

**Dropbox Tab**
- □ Date restrictions updated for new semester
- □ Dropboxes connected to gradebook

**Discussion Tab**
- □ Discussion rubric provided
- □ Date restrictions set for each Forum (Topics within forum inherit dates, no need to set on each topic)
- □ Topics connected to gradebook

**Quizzes Tab**
- □ No quizzes listed as “inactive”
- □ Quiz connected to gradebook
  - For multiple choice: □ allow auto export to grades □ allow attempt graded immediately
- □ Date restrictions set for each Quiz
  - Time limit set: □ Enforced □ Show clock □ Auto submit attempt
  - Submission Views: □ Dated after quiz closes □ Show questions □ Show all questions

**When Finished**
- □ Compose email to sarah.mccorkle@mercycollege.edu for course review, course evaluation links, and setup of Mercy College student resources by dates listed within *Semester Preparation Deadlines*. Include requests for *Elluminate sessions* (Date, Time, Duration, and Corresponding Module) or student access for *VoiceThread*.