Lake Erie College provides an environment that stimulates intellectual curiosity, personal development and community involvement to prepare students to succeed as practitioners, professionals and responsible citizens in a contemporary world.
Welcome

Lake Erie College offers online courses designed to conveniently enable students to work toward earning credits, completing certificates and degrees, or completing professional development. This Online Learning Faculty Handbook is intended to provide students in online courses with a reference of policies, procedures and tips. This handbook does not replace the responsibilities or policies in the Faculty Handbook which is intended for all faculty; rather it provides information specific to or especially important to online instruction.

Here at Lake Erie College, the mission of online learning is: Students First, Learning Always!

This is supported by;

- Enabling 24/7 learning,
- Providing a convenient schedule,
- Exceptional Faculty and Staff
- Responsive support and assistance,
- Utilizing a proven learning management system platform

Students enrolled in online courses are entitled to all of the support services available to traditional students. For faculty teaching

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I. Getting Started

LEO (Lake Erie Online) is part of Lake Erie College online resources and houses the online learning management system that provides online learning for various courses and programs at Lake Erie College. It integrates completely with our administrative system as well providing seamless data exchange. LEO can be accessed and used from any computer or smartphone that has access to the internet for both students and faculty alike.

Logging into your online class via LEO

From the Lake Erie College website (http://www.lec.edu), click on LEO, found at the top of the page.
What is a LEC Portal Username/LEO Access and how do I set one up?

Your LEC Portal Username and password matches your personal network identification and email/webmail credentials. These credentials allow you to:

- Connect to LEO to access your online course and information about college resources and activities.
- Access your webmail account, where you will receive all future e-mail communications from Lake Erie College Faculty and Staff.

Basic technical and how-to questions can be answered through the LEC IT-Help Desk (helpdesk@lec.edu). If you lose/forget your webmail/portal password, you will need to contact Lake Erie College’s IT Help Desk at (440) 375-7580. Be prepared to leave a message with your name, Student ID and a call back number. A representative from our IT department will return your call as soon as possible. Be prepared to answer questions for ID verification. (NOTE: it is not IT’s responsibility that you fail to submit any class work or submit it late if you lose/forget your password.)

II. Course Materials and Textbooks

Faculty can request instructor copy course materials and textbooks through the respective publisher. Assistance with selecting course materials can be obtained from the Department Dean and College Bookstore. The bookstore is located on the lower level of Holden Center at 391 W. Washington St. in Painesville or check out the College Bookstore Web site. Students can order:

- Online: By visiting the bookstore's textbook page (found at the top of the page) and fill in one of the search fields to find and order your books.
- In person: Textbooks can be found on the shelves, or students can seek help from a staff member, they should be prepared to specify what course they are enrolled in.
- By phone: The College Bookstore's phone number is (440) 375-7530. If students call, they should specify what course they are enrolled in.

Textbooks may also be available through an online vendor and are usually shipped within seven days of order.

III. LEC library and Campus Resources for Online and hybrid students

The following services are available to all faculty and students:

- The website for LEC's Lincoln Library (https://www.lec.edu/library/ or click the ‘library’ link at the top right of our LEC web pages) provides access to a large number of research databases and the collections of OhioLINK's 90+ member college and university libraries. There is a “library” link at the top right of the LEC website pages) Use StormSEARCH to search all of these resources at once, or go to the Research Guide pages to access online resources for researching specific subjects.
- Librarians are available to help you with your research at libraryhelp@lec.edu or (440) 375-7400.
- Any physical items you find on StormSEARCH from our library or other OhioLINK libraries that you wish to borrow must be picked up and returned to Lincoln Library.
You can use the campus computing centers.

Online and hybrid faculty and students have access to all other LEC services including use of the Jerome T. Osborne Family Athletic & Wellness Center (the "O"), and access to the Academic Learning Center and Success Center. Presenting a Student ID, for access to LEC services, may be required.

IV. Technology Requirements for Online Courses

Our online and hybrid courses are designed to be viewed with Google Chrome, Internet Explorer, Safari Opera and Firefox or higher, using Windows Vista, Windows 7, Windows 8 or Mac OS X 10.6 or higher operating systems. A broadband or wireless connection (DSL, cable, or faster) is required.

In addition to the basic requirements, for some courses you may need Microsoft Office, Flash, Adobe Acrobat, Visio, Windows Media Player or Real Player. Technical courses may require specialized software.

V. Technical Support

Lake Erie College Technical Support
Password reset and access problems can be provided by contacting the Lake Erie Help Desk (#440-375-7580; helpdesk@lec.edu). Please include your name, Lake Erie course number, your phone/email contact information and a description of your problem.

VI. Guidelines for the Effective Facilitation of Online and Hybrid Courses

The opportunities for teaching in the online or hybrid format provide for flexibility and convenience while still delivering quality courses. The courses will follow the same academic rigor as a traditional classroom schedule and requirements to optimize student learning. Faculty will be required to contact the Director of Online Learning upon approval to teach an online course.

Training. Prior to teaching an Online or Hybrid course, faculty shall complete the prescribed training. This requirement is intended to enable the instructor to become proficient and gain confidence within the online learning platform, while also meeting established regulatory compliance protocol.

Welcome Post. Prior to the beginning of each class, it is important to provide students with a welcome note. This post will introduce you to the class, provide a snapshot of the course, explain what you expect, and indicate what students can expect from you.

Contact Information. Faculty should provide students with contact information prior to each course. This information may include telephone number, (voicemail instructions), primary email address, alternate email address (optional), social media contact information (optional), and days/times when you will be available for quick response needs. Office hours may be provided.

Weekly Overview. Before the beginning of each week, an announcement should be made including:

- Brief synopsis of the upcoming week material.
- Reading requirements
- Learning objectives
- Assignments including due dates

Question Section. In an online class, students do not have the opportunity for in person meetings in which they can ask questions. A questions section (such as “Ask the Professor”) can be a helpful feature in the classroom to allow students to post general or public questions regarding the course. This can be set up once for the duration of the course, or weekly to relate to current course material or assignments. If a question section is not set up, faculty should provide students with the prescribed method to ask questions. Faculty should be responsive to student questions and provide feedback in a timely fashion, ideally within 24 hours and no more than 48 hours.

Faculty Biography. A brief biography can be very helpful to introduce yourself to the class. Along with a photo, the biography can share with students who you are, where you are, what you have done both by career or personal accomplishments, your credentials, interests and other information you wish to share. As a way to build an online community, requesting that students provide a small biography about themselves within the first day or two of class is highly effective. After students post to the class, it is best to comment on their biographies within 48 hours. Asking follow up questions shows interests and can give students a better opportunity to open up to the class. For hybrid courses, this activity may take place if the class is meeting on the first night in a campus classroom.

Faculty Policies. As with classes on campus, policies for online classes should be provided to students at the beginning of class.

Academic Honesty – Grammarly.com. The Academic Honesty policy established by the College applies to all classes. Faculty teaching online classes shall include reference to the policy. Faculty teaching online classes are encouraged to use Grammarly.com for reviewing student assignments for originality content. Faculty may disclose to students if it is their intention to review papers through Grammarly.com. As determined by faculty, a certificate of originality may be required to be submitted along with individual course assignments.

Student Attendance and Course Participation. Faculty should provide requirements for attendance and course participation. The online platform allows for faculty to monitor student attendance and participation.

Communication and Netiquette. Setting clear guidelines or expectations for online communication is just as important as in a classroom. Faculty should set the tone for an environment of learning and mutual respect. Any infractions of communication standards should be addressed in a prompt matter. Whenever any inappropriate material or tone is used by a student, the faculty should copy the text for documentation purposes and then delete the content from the class. Faculty should provide the student with the nature of the infraction, the reason for the material being inappropriate, and explain that the material has been removed from the classroom. In the event the posted material was intended as a discussion for grade, the faculty should indicate any ramifications to the student.

Student Accommodations. Faculty should refer any requests of Student Accommodations to the Director of the Student Success Center & Campus Health & Wellness.

Responsiveness. Faculty should be involved in the class and understand students can become motivated or disengaged based on instructor responsiveness. While courses that are asynchronous allow flexibility
and convenience, faculty should make efforts to be to student questions and provide feedback in a timely fashion, ideally within 24 hours and no more than 48 hours.

Grading Protocol. In the online class, it is important to provide effective and timely feedback on assignments. Grading criteria or rubrics should be established and published for students to understand not only requirements, but also for receiving points or credit. This allows students the opportunity to learn and implement any changes before the next assignment(s) are due. Faculty should submit final grades per College policy.

Students should be encouraged to log in to a course on the first day to verify access to the classroom, as well as read any introductory announcements and assignments by their faculty. In most cases, classes will automatically open three (3) days before they start. Faculty may open the course sooner than the standard time to allow for reading or other student preparation.

The Lake Erie email account provided to online and hybrid students will serve as the primary means of communication between the College and students. Faculty members may use the Lake Erie email as well for course information and announcements. Therefore, faculty should check their email often at least once daily. Email accounts can be set up for faculty to use on their mobile devices. Also as an option, Lake Erie email accounts can be forwarded to a faculty's other email account.

To successfully run an online class or a hybrid course, faculty should allocate class time equivalent to an on-campus course for active participation, reading, posting, and assignment grading completion. Planning to complete the required grading is one of the more important steps to a successful course outcome. In the online and hybrid classes, self-discipline and motivation can be harder to maintain with less face to face expectations. Active involvement in the class and with other faculty can provide support. Even sharing course topics with family and friends or colleagues can be another way to increase class engagement. While you are likely to be on campus infrequently for a hybrid course, you should try to establish a set time and place that will enable your optimal facilitation situation.

Academic studies often categorize how students learn with established learning styles including:

- Aural – hearing lectures, listening to music or recordings,
- Logical – analyzing, reasoning, problem solving,
- Kinesthetic – hands on, physically doing, and
- Visual – reading, writing, identifying

Realizing which style works for your students can be an important part of the online facilitation process. Just as important in recognizing a style, is to also find which learning activities may work best for students.

VII. Coordinator of Online Learning

Lake Erie College is committed to providing exceptional online education and welcomes any feedback or suggestions to improve the student experience. Please feel free to contact Dr. Doug Bird the Coordinator of Online Learning at 440-375-7075 or dbird@lec.edu

VIII. Lake Erie College Instructional Time-Online & Hybrid Delivery Format Policy
Online Learning Courses: Courses that are 100% online without any on-site face-to-face meetings required. These courses have the same course objectives, learning outcomes and same syllabus of its on-site face to face counterpart course except utilizing an online delivery format. Contact time is accomplished by various approaches as delineated in each online course syllabus. Online course faculty utilize a combination of some of these examples: collaboration, group work, personalized assignments, group discussions, online class meetings (i.e. SKYPE), and various communication methods between students and faculty. In all cases the online courses meet instructional time and projected student engagement time. The course content, objectives and outcomes are the same as for Classroom courses.

Hybrid Courses: Courses offered in a blended format are those with one or more on-site face to face class meetings and at least one or more online course sessions. Both approaches include direct interaction with a faculty member. Contact time is assessed using both on-site face to face definitions (for the on-site face to face portion) and online definitions as above (for the online portion). All hybrid courses must meet the total amount of instructional and student work time as the examples above regardless if the course is delivered in the online or the on-site face to face format. The course content, objectives and outcomes are the same as for Classroom courses.

IX. Online Learning Courses and Programs Evaluation Policy

Online programs will be formally reviewed as part of the institutional program review process. All online courses in any program will be evaluated using the Lake Erie College Quality Review Standards Rubric formulated from the industry standard Quality Matters (QM) Higher Education Rubric. It will be under the discretion of the Deans of each school at Lake Erie College to perform the evaluations or have them evaluated by a qualified designee. It is understood that individuals will have varying levels of comfort in appraising online courses using the Quality Review Standards Rubric. If requested by a Dean, online course appraisal training using the LEC Quality Review Standards Rubric will be provided by the Coordinator of Online Learning.

The Lake Erie College Quality Review Standards Rubric will be provided to all online faculty members as a guideline for course quality expectations. This rubric will also be evaluated annually by the Online Learning Advisory Committee for review, updates and changes.

X. LEC QUALITY REVIEW STANDARDS FOR EVALUATING ONLINE COURSES RUBRIC

<table>
<thead>
<tr>
<th>Met</th>
<th>Criterion evidence is clear, appropriate for the course, and demonstrates &quot;best practices.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Criterion evidence is clear and appropriate for the course, but there is some room for enhancement</td>
</tr>
<tr>
<td>Present</td>
<td>Criterion evidence exists but needs to be presented more clearly and/or further developed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Overview Introduction</th>
<th>Met</th>
<th>Developing</th>
<th>Present</th>
</tr>
</thead>
</table>

8
| **Course is clearly organized into weeks, lessons, or units** | | | |
| **Every lesson includes an introduction explaining the purpose/coverage of the lesson** | | | |
| **Learning Objectives (Competencies)** | Met | Developing | Present |
| **Every lesson includes lesson objectives (5-10 recommended)** | | | |
| **Syllabus objectives are stated in measurable, students centered terms** | | | |
| **Assessment and Measurement** | Met | Developing | Present |
| **Syllabus states grading criteria** | | | |
| **Every assignment/task that is graded included a rubric (stated in course materials or within each activity)** | | | |
| **Course includes required program assessment** | **School of Education Only** | | |
| **Instructional Materials** | Met | Developing | Present |
| **Gradebook is setup and clear** | | | |
| **Coursework is setup and clear** | | | |
| **Discussion Board is set-up and clear** | | | |
| **Syllabus includes all applicable institutional policies (e.g. academic honesty, students with disabilities)** | | | |
| **Course Activities and Learner Interaction** | Met | Developing | Present |
| **Every lesson includes a discussion activity or social presence** | | | |
| **Course Technology** | Met | Developing | Present |
Course may include interactive media or multimedia, videos with functioning links-Instructor Choice

<table>
<thead>
<tr>
<th>Learner Support</th>
<th>Met</th>
<th>Developing</th>
<th>Present</th>
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Course includes a variety evaluations of learning

XI. LEC Online Student Authenticity and Password Portal Requirement

All students receive a unique login and password for Lake Erie Online (LEO) once they are accepted into their academic program. Once they receive these they are required to enroll in the password portal and change their password in a set amount of time. They then use this to access their online course(s) via LEO. Once enrolled and engaged in any online course adherence to academic honesty by all online students is expected as listed in all Lake Erie College school catalogs.

Online course faculty utilize a combination of collaboration, group work, personalized assignments, discussions, online class meetings (i.e. SKYPE), virtual office hours and various communication methods between students and faculty. All of these provide cumulative opportunities for faculty to get to know their students, their work, their academic prowess, tendencies and style of expression.

XII. OLAC-Online Learning Advisory Committee

The primary responsibility of the Online Learning Advisory Committee is to assist the Vice President for Academic Affairs is to advise Lake Erie College at all levels on the status and needs for online learning. This can also include technology and infrastructure needs and upgrade recommendations, professional development, and assessment review. This committee will meet once each academic term (Fall, Spring and Summer) to discuss all issues pertaining to online learning.

Membership

Membership shall consist of at least three academic faculty members, at least one of whom shall be a full time academic faculty member. In addition, the Director of Information Technology will serve on the committee. The Vice President for Academic Affairs (or designate) shall serve as ex officio on this Committee. The Vice President for Academic Affairs may also invite one person not affiliated with the College to serve ex officio on this committee where that person’s professional expertise will be beneficial to the deliberations of the committee.

Functions

The functions of the Online Learning Advisory Committee are to:
• Serve as a recommending and advisory body to inform Academic Affairs regarding best practices in online teaching and learning

• Assist in development and training regarding online learning

• Provide a vision for the future of online teaching and learning at Lake Erie College

• Ensure the rigor of the offerings and the quality of the instruction

XIII. FT-101-Online Training Course

Other changes Lake Erie College has made to enhance online learning faculty support include the development of a Lake Erie College Online Training Course (FT-101), the completion of which is required by any faculty member who teaches an online course for the institution. The training course consists of seven modules encompassing the following topics: 1) Syllabus Construction; 2) Online Course Design; 3) Online Course Evaluation; 4) Overview of the Online Learning Faculty Handbook and Online Learning Student Handbook; 5) Determining Online Course Credit Hours – Part 1 (seat time and academic rigor guidelines); 6) Determining Online Course Credit Hours – Part 2 (Course Workload Estimator usage); and 7) Deliverables to Complete the Course. The Coordinator of Online Learning certifies compliance with this requirement. Faculty members and their Dean are informed via email that they have successfully “passed” the course and then they are approved to teach online courses at LEC.