

Faculty Expectations for Facilitating Online Courses

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1. Be familiar with basic PC skills, creating and manipulating Word documents and PowerPoint presentations, Internet, and email.
2. Be willing to learn new software applications needed for facilitating online courses.
3. Invest the effort and time needed to develop and facilitate an online course.
4. Have a computer, the software needed, and Internet access for interacting with learners off campus.
5. When it is geographically feasible, provide an opportunity for the learners to meet face-to-face once before the online course begins to give an orientation to the course and the learning management system.
6. In a fully online course, you are no longer the "sage on the stage," but the "guide on the side." You are playing more of a facilitator role. Learners have more responsibility placed on them for their own learning. That's why online learners have to be self-motivated.
7. Be familiar with and adhere to the University's copyright policy.
8. Utilize the Dacus Library eReserves service to post copyright protected course materials in Blackboard.
9. Actively participate in the online interaction to provide feedback, guidance, or expertise when appropriate.
10. Use learners' names in discussions. This personalizes the course for them. For example, "Hi Kimarie. Welcome to the course" or "Kimarie, would you mind sharing some examples of..."
11. Utilize a plagiarism detection tool such as Turnitin.com.
12. Provide learners with timely feedback on assignments and grades as well as responses to questions and requests for assistance. Online learners need feedback more than traditional learners.
13. Have a plan for what the learners should do in the event of an outage.
14. Keep a contact list with learner names and e-mail addresses on your computer should you need to contact them outside of the learning management system.
15. Keep a backup of all of your files and grades.

16. When possible, convert files to PDF to avoid compatibility issues.
17. Have your course design reviewed before it is taught for the first time.
18. Provide opportunities during the course for learners to give feedback.
Encourage learners to report dead links, inactive pages, or other malfunctions in the course.
19. Provide an end-of-course evaluation.
20. Once the course has ended, reflect on the course and make adjustments and improvements to the course design.