LAMAR STATE COLLEGE - ORANGE
ORANGE, TEXAS

Year 2013 - ANNUAL REPORT
OF
DISTANCE EDUCATION

Submitted 2014
(Includes spring, summer, mini-winter, mini-spring, and fall semesters of 2013)
## TABLE OF CONTENTS

PART 1 - INTRODUCTION ........................................................................................................... 1
  STRENGTH, WEAKNESS, OPPORTUNITY AND THREAT ANALYSIS (SWOT) .......................... 1
  IMPROVEMENTS IN PLACE .................................................................................................. 2
  CIDDL COMMITTEE ............................................................................................................ 4
  HISTORY OF DISTANCE EDUCATION AT LSC-O ............................................................... 4

PART 2 – MISSION STATEMENT AND GOALS .................................................................... 6

PART 3 – ONLINE COURSES ACROSS DIVISIONS .............................................................. 8

PART 4 – THE INSTITUTIONAL REPORT .............................................................................. 12
  SECTION 1 – INSTITUTIONAL EFFECTIVENESS ............................................................... 12
  SECTION 2 - EDUCATIONAL PROGRAMS .......................................................................... 28
  SECTION 3 – FACULTY ....................................................................................................... 33
  SECTION 4 – STUDENT SUPPORT SERVICES ................................................................... 40

PART 5 – STATISTICAL DATA ............................................................................................... 44

PART 6 – APPENDIX ............................................................................................................... 50
PART 1 - INTRODUCTION

What is Distance Education: Distance education is a mode of delivering education and instruction, to students who are not physically present in a traditional setting such as a classroom. A distance education course can be delivered synchronously or asynchronously to any single or multiple locations through electronic modes (e.g., the Internet, video conferencing, television, etc.), by correspondence, or by other means. Off-campus instruction occurs when a faculty member travels to a distant site to teach a course. Extension instruction refers to self-supporting courses and programs delivered on campus, off campus, or via distance education (THECB).

Distance Education at Lamar State College-Orange (LSC-O): The oversight of distance education at LSC-O is through the newly created Center for Instructional Design and Distance Learning (CIDDL). In its handbook, CIDDL defines distance education as follows:

Distance Education Course – A course in which a majority (more than 50%) of the instruction occurs when the students and instructor(s) are not in the same place. For the purposes of this policy, there are two categories of distance education courses:
(A) Fully Distance Education Course – A course which may have mandatory face-to-face sessions which total no more than 15% of the instructional time (Example: orientation session, laboratory, exam review, or an in-person test).
(B) Hybrid/Blended Courses – A course in which a majority, (more than 50%) but less than (85%), of the planned instruction occurs when the students and instructor(s) are not in the same place.

Distance education degree or certificate program – A program in which a student may complete a majority (more than 50%) of the credit hours required for the program through distance education courses.

STRENGTH, WEAKNESS, OPPORTUNITY AND THREAT ANALYSIS (SWOT)

LSC-O’s distance education is well developed and the CIDDL committee is vital to development of policy and procedure. Faculty members, who continuously upgrade their skills, are a key to the current success. Comprehensive research has been ongoing but not always applicable, available to the key players, or used for improvement.

Strengths and Opportunities for distance education at LSC-O

- A new Center for Instructional Design and Distance Learning has been created to oversee LSC-O’s distance education. The center is led by a director.
- The director is helped by a committee consisting of the Dean of Instruction, who functions as the Chair of the CIDDL committee. The CIDDL membership consists of the Dean of Instruction, the Director of CIDDL, a faculty member from each of the academic
divisions, an adjunct instructor, the Director of Institutional Effectiveness, a representative from the Department of Information Services, a representative from the library, a Continuing Education representative, the Chair of the Curriculum Committee, two representatives from Student Services, and a student representative.

- A new handbook has been developed with specific goals and mission. The handbook is available in the MyLSCO portal.
- LSC-O has improved its student authentication process for distance education by adding ProctorU to its list of proctoring agencies. Students choose their proctor from this list.
- Encourage distance education courses by honoring one online instructor each year with an award for developing and teaching an exceptional distance course.
- Training in various technology applications adds to improvement in course delivery both, online and traditional face-to-face.
- Students and faculty have access to new and improved emerging technologies.
- Ability to improve quality of instruction.
- Shared resources leading to increased collaboration.
- An active and dynamic CIDDL committee that plays a key role in developing policies and procedures.
- The institution has provided funds and opportunities for ongoing faculty training.
- The infrastructure and technical support provided by the Department of Information Services is exceptional.
- Annual improvement plan has been put in place.

Weaknesses and Threats for distance education at LSC-O

- Numerous training workshops were scheduled, but attendance at these workshops are limited.
- Rising costs of technology.
- Students’ computer skills are not required to be at the minimum standard for successful participation.

IMPROVEMENTS IN PLACE

The following changes were put in place in the year 2013.

- A new Center for Instructional Design and Distance Learning was created to oversee LSC-O’s distance education. The center is led by a director.
- The director is helped by the CIDDL committee consisting of the Dean of Instruction, who functions as the Chair of the CIDDL committee. The CIDDL membership consists of the Dean of Instruction, the Director of CIDDL, a faculty member from each of the academic divisions, an adjunct instructor, the Director of Institutional Effectiveness, a representative from the Department of Information Services, a representative from the library, a Continuing
Education representative, the Chair of the Curriculum Committee, two representatives from Student Services, and a student representative.

- A new handbook has been developed with specific goals and mission. The handbook is available in the MyLSCO portal.
- The timelines and course proposal forms have been updated.
- SACSCOC and TSUS have given their approval to online delivery of the following programs:
  - AAS in Business Management
  - AS in Business
  - Certificate of Completion in Entrepreneurship
  - Certificate of Completion in Business Management Accounting
  - Institutional Award in Medical Office Receptionist
  - Institutional Award in Web Design/Multimedia
- LSC-O upgraded its Learning Management System – Desire2Learn from version 10.1 Service Pack 4 to version 10.1. Service Pack 13. The service pack updates are done quite regularly. This new version is mobile-friendly.
- No decision has been taken on Desire2Learn’s Campus Life App which was piloted last year. This app has links to the school’s News, Events, Campus Map, Grades, LSCO, MyLSCO, Classlist, Orange Weather, Campus Directory, Student Handbook and Admissions and our social networking sites.
- Multiple training sessions were offered during spring and fall 2013, with the help of a new trainer.
- A D2L Recipe booklet was developed and distributed to all students of CSI classes. This will continue in future.
- A digital copy of the D2L Recipe booklet is also placed in the MyLSCO portal for all students.
- The professional development course for faculty that was developed last year is being continuously updated with links and resources from a wide array of sources have been added.
- A Best Practice Course has been created with parts of best practices taken from courses taught by different instructors. This will be continuously updated.
- A number of new proposals were submitted and approved.
  - Business and Tech Division offered the following proposals
    1. ACNT 1329 Payroll and Business Tax Acct Online
    2. POFM 1300 Medical Coding Basics Online
    3. POFM 1327 Medical Insurance Online
  - Liberal Arts Division offered the following proposals
    1. PSYC 2314 Life Span Growth and Development Online
    2. GOVT 2305 Federal Government Online
    3. GOVT 2306 Texas Government Online
  - Allied Health Division offered the following proposals
The Distance Education Committee was established in 2001. The committee’s charge is to address the far-reaching changes that instructional technology in general and distance learning in particular bring to the educational environment of LSC-O and its students. Due to the growth of distance learning offerings, a new Center for Instructional Design and Distance Learning was created in fall of 2013 in order to better streamline LSC-O’s distance education. The Distance Education Committee has been renamed as the CIDDL Committee.

The Dean of Instruction functions as the Chair of the CIDDL Committee and appoints a secretary from the members. The committee membership consists of faculty and Student Services staff appointed for three-year terms (maximum) on a staggered expiration basis. The following also serve on the committee: the Dean of Instruction, the Director of CIDDL, the Director of Institutional Effectiveness, a Department of Information Services representative, a Library representative, a Continuing Education representative, the Chair of the Curriculum Committee, an at-large faculty member, and a student representative.

The CIDDL Committee makes recommendations on the following:

- Establishment of long-term and short-term programmatic and performance goals of distance education;
- Expansion of distance instructional offerings;
- Coordination of distance education with other college initiatives;
- Partnerships with other colleges and organizations;
- Faculty training and development;
- Marketing strategies for promoting distance education;
- Utilization and evaluation of technology, technical support, and instructional support for distance education programs;
- Funding resources to support distance education initiatives; and
- Evaluation of the effectiveness of distance education efforts.

**HISTORY OF DISTANCE EDUCATION AT LSC-O**

Lamar State College-Orange began distance learning classes during Summer I of 1998. Two-way interactive classes were begun with Ms. Roberta Miller, Instructor of Sociology, teaching from the Lamar State College-Orange campus as the “near” campus and Lamar State College-Port Arthur as the “far” campus. These sites were linked on a closed circuit television system in which the teacher would present from either site and students would be stationed in a classroom.
at both sites. Students watched a television monitor and could interact with the teacher at the other site. Training sessions were provided to the faculty who would be the instructors in this mode of instruction. After two sessions of interactive classes from Orange to Port Arthur or Port Arthur to Orange (begun in fall 1998), television courses were ended. Classes were broadcast via cable television and video. Beginning in spring 1999, internet courses were added.

The distance education committee recommended that the rubric for sections of classes that are online have the number series 80-89; classes that are hybrid contain the number series 60-69 from spring 2010 schedule. The committee will prepare explanations of this including what is involved with a hybrid class. This will involve clearly identifying different types of online classes so that students know what to expect, when they register.
PART 2 – MISSION STATEMENT AND GOALS

Mission Statement

Lamar State College-Orange is an open-admission, lower-division state institution of higher education within the Texas State University System.

The primary purpose of CIDDL is to maximize student access to courses through the use of web-based delivery systems.

The Center for Instructional Design and Distance Learning (CIDDL) is consistent with and supports the college’s mission and its strategic plan. It supports LSC-O’s mission to enhance student learning and success in their educational pursuits to attend senior colleges and universities through an electronic-based delivery system. It provides students the opportunity to earn certificates and associate degrees through an electronic-based delivery system that prepares them for employment.

CIDDL integrates the assets of the college to provide a teaching and learning environment for distance learners, which is comparable to that provided to on-campus students. Central to the integration process is ensuring that support services are available to distant learners and faculty to assist in providing a quality education that is conveniently accessed.

GOALS

GOAL I.

PROMOTE SUCCESS THROUGH CURRICULUM AND INSTRUCTION THAT ADDRESS STUDENT LEARNING NEEDS THROUGH DISTANCE LEARNING.

OUTCOMES

1. Maintain an academic course inventory delivered via distance learning that provides a solid foundation of general education, fully transferable to senior institutions.

2. Develop and maintain vocational/technical certificate and degree programs offered online, that are relevant to student interests and labor market demands.

3. Ensure quality instruction in distance learning through effective course design and assessment.
GOAL II.

PROVIDE STUDENT SUPPORT SERVICES AND PROGRAMS THAT COMPLEMENT DISTANCE LEARNING AND ADDRESS STUDENT NEEDS.

OUTCOMES

1. Support library with resources that enhance distance learning for students.

2. Offer advising/counseling activities that provide a foundation for student success in distance learning.

3. Provide a learning environment for student success and retention in distance learning that is equivalent to traditional learning.

GOAL III.

PROVIDE DISTANCE LEARNING SUPPORT SERVICES TO FACULTY, STAFF, AND ADMINISTRATORS.

OUTCOMES

1. Provide opportunities for professional development.

2. Provide appropriate technologies and facilities to meet the needs of instructional services.
PART 3 – ONLINE COURSES ACROSS DIVISIONS

This report deals with the changes that have taken place in Distance Education at LSC-O since 2011, when the last report was filed. The steady, streamlined growth that was visible in the last report has continued this year also. We have experienced growth in the number of faculty involved in distance education, growth in the number of students, growth in the number of courses, and growth in the quantity and quality of online services offered to all students at our institution.

Online courses (fully online and hybrid courses) offered in the Year 2013 are as follows:

Spring 2013 (51 courses, 68 sections compared to 44 courses and 54 sections in spring 2012)

1. BCIS 1316-60
2. BIOL 1407-60
3. BIOL 2401-60
4. BIOL 2402-60
5. BIOL 2420-60
6. ITCC 1311-60
7. ITCC 1313-60
8. ITNW 1354-60
9. ITSE 1345-60
10. ITSY 1342-60
11. RNSG 1300-60
12. RNSG 1311-60
13. ACCT 2302-80
14. ARTS 1301-80
15. BIOL 1322-80 (2 sections 80 and 81)
16. BMGT 1301-80
17. BUSG 2309-80
18. BUSI 1301-80
19. COSC 1301 (3 sections 80, 81 and 82)
20. COSC 1337-80
21. DRAM 1310-80
22. ECON 2301 (2 sections 80 and 81)
23. ECON 2302-80
24. ENGL 1301 (2 sections 80 and 81)
25. ENGL 1302 (4 sections 80, 81, 82 and 83)
26. ENGL 2323-80
27. ENGL 2326-80
28. ENGL 2331-80
29. GOVT 2301 (3 sections 80, 81 and 82)
30. GOVT 2302 (3 sections 80, 81 and 82)
31. HIST 1301-80
32. HIST 1302 (4 sections 80, 81, 82 and 83)
33. HITT 1305-80
34. HPRS 2321-80
35. HUMA 1315-80
36. ITCW 1304-80
37. MRKG 1301-80
38. POFT 1127-80
39. PSYC 2301-80
40. PSYC 2308-80
41. PSYC 2311-80
42. PTAC 1302-80
43. PTAC 1308-80
44. RNSG 1300 (2 sections 80 and 81)
45. RNSG 1311 (2 sections 80 and 81)
46. RNSG 2535-80
47. SOCI 1301-80
48. SOCI 2301-80
49. SPAN 1311-80
50. SPCH 1311-80
51. STSK 1200-80

Summer 2013 (19 courses, 23 sections compared to 17 courses, 24 sections in summer 2012)

1. BUSI 1301-80
2. COSC 1301 (2 sections 80 and 82)
3. ECON 2302-80
4. GOVT 2301 (2 sections 80 and 81)
5. GOVT 2302-80
6. HIST 1301-80
7. HIST 1302-80
8. HITT 1305-80
9. RNSG 1207 (2 sections 80 and 81)
10. RNSG 1210 (2 sections 80 and 81)
11. RNSG 1300-80
12. RNSG 1311-80
13. RNSG 1327-80
14. RNSG 1311-60
15. RNSG 1327-60
16. SOCI 1301-80
17. SPCH 1311-80
18. SPCH 1311-81
19. STSK 1200-81
Fall 2013 (45 courses, 62 sections compared to 45 courses and 60 sections in fall 2012)

1. BCIS 1310-60
2. BIOL 1408-60
3. BIOL 2401-60
4. BIOL 2402-60
5. BIOL 2420-60
6. MRMT 1307-60
7. MRMT 2333-60
8. RNSG 1300-62
9. RNSG 1311-60
10. RNSG 2514-61
11. ACCT 2301-80
12. ACNT 1329-80
13. ARTS 1301-80
14. BIOL 1322-80
15. BUSI 1301-80
16. BUSI 1307-80
17. COSC 1301 (3 sections 80, 81 and 82)
18. DRAM 1310-80
19. ECON 2301 (2 sections 80 and 81)
20. ENGL 1301 (4 sections 80, 81, 82 and 83)
21. ENGL 1302-80
22. ENGL 2322 (2 sections 80 and 81)
23. ENGL 2326-80
24. GOVT 2305 (5 sections 80, 81, 82, 83 and 84)
25. GOVT 2306-80
26. HIST 1301 (5 sections 80, 81, 82, 83 and 84)
27. HIST 1302-80
28. HITT 1305-80
29. HUMA 1315-80
30. MRKG 1301-80
31. PHRA 1301-80
32. PHRA 1305-80
33. POFT 1127-80
34. POFT 2312-80
35. PSYC 2301-80
36. PSYC 2308-80
37. PSYC 2311-80
38. PTAC 1302-80
39. PTAC 1308-80
40. RNSG 1300-82
41. RNSG 1311 (2 sections 80 and 81)
42. RNSG 2514-80
43. SOCI 1301-80
44. SPCH 1311-80
45. STSK 1200 (2 sections 80 and 81)

Mini Sessions did not have any distance education courses in 2013
PART 4 – THE INSTITUTIONAL REPORT

1.0. Institutional Report Guideline version used to prepare this plan is IRDE-2004.1.

SECTION 1 – INSTITUTIONAL EFFECTIVENESS

1.1. The institution documents compliance with The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (PPG). Does your institution use the PPG Course Guide (an example of compliance documentation) when developing new courses or evaluating existing courses?  
(http://www.thecb.state.tx.us/reports/pdf/2708.pdf?CFID=40282763&CFTOKEN=52285686) If not, please attach an example of the course evaluation form that you use and explain how it allows you to confirm compliance with the PPG.

Response: Yes

LSC-O has recently streamlined the process of developing and approving online courses. The implementation of this process began in fall 2007. In this process, The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs is being used as a guide for all planning, training and implementation activities as we build and deliver the online courses at our institution. Recognizing that adhering to these principles is generally accepted as an indication of a quality distance education program; LSC-O has integrated these principles into the policies and practices of their distance learning activities.

Beginning Fall 2008 semester, our distance education committee members have used the THECB guide as an instrument to review online courses. The “principles” is included in the LSC-O Distance Education Handbook.

Beginning spring 2011 semester, our distance education committee members have added the Quality Matters Rubric as a guide to review online courses.

Documentation:

Guide for Incorporating the Principles of Good Practice into Electronically-based Courses

(CIDDL Handbook - Section 1 Appendix A)
1.2. The institution evaluates the overall effectiveness of its distance and/or off-campus education efforts by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution’s overall institutional effectiveness efforts.

Response: Yes

We implemented most of the strategies from our “Annual Improvement Plan” (AIP) and have achieved positive results. A new unit plan form provided by the Office of Institutional Research and Effectiveness has been used to report the assessment summary for 2012-2013 and the assessment plan for 2013-2014.

Documentation:

Administrative Assessment Summary 2012-2013 (Appendix B)

Administrative Assessment Plan 2013-2014 (Appendix C)
1.3. The institution has a position responsible for distance learning and off-campus instruction that is appropriate for the institution and the size of the distance and/or off-campus education program.

Response: Yes

Due to the growth of distance learning offerings, a new Center for Instructional Design and Distance Learning was created in order to better streamline LSC-O’s distance education, with a director at the helm. The primary purpose of CIDDL is to maximize student access to courses through the use of web-based delivery systems.

The Center for Instructional Design and Distance Learning (CIDDL) is consistent with and supports the college’s mission and its strategic plan. It supports LSC-O’s mission to enhance student learning and success in their educational pursuits to attend senior colleges and universities through an electronic-based delivery system. It provides students the opportunity to earn certificates and associate degrees through an electronic-based delivery system that prepares them for employment.

CIDDL integrates the assets of the college to provide a teaching and learning environment for distance learners, which is comparable to that provided to on-campus students. Central to the integration process is ensuring that support services are available to distant learners and faculty to assist in providing a quality education that is conveniently accessed.

The Dean of Instruction functions as the Chair of the CIDDL Committee and appoints a secretary from the members. The committee membership consists of faculty and Student Services staff appointed for three-year terms (maximum) on a staggered expiration basis. The following also serve on the committee: the Dean of Instruction, the Director of CIDDL, the Director of Institutional Effectiveness, a Library representative, a Continuing Education representative, the Chair of the Curriculum Committee, an at-large faculty member, and a student representative.

The CIDDL Committee makes recommendations on the following:

- Establishment of long-term and short-term programmatic and performance goals of distance education;
- Expansion of distance instructional offerings;
- Coordination of distance education with other college initiatives;
- Partnerships with other colleges and organizations;
- Faculty training and development;
- Marketing strategies for promoting distance education;
- Utilization and evaluation of technology, technical support, and instructional support for distance education programs;
- Funding resources to support distance education initiatives; and
- Evaluation of the effectiveness of distance education efforts.
This office serves as the primary internal and external point of contact for distance education related information and supports the technical aspects of the program for the instructional divisions.

The job responsibilities of the director of CIDDL are as follows:

- Manage distance education programs
- Assessment of distance education programs
- Research emerging technologies and bring them to LSC-O when applicable
- Liaise with D2L and other institutions that serve distance education students such as ProctorU, Turnitin etc.
- Provide documentation as and when required by entities such as THECB, TSUS, SACSCOC
- Provide faculty help through regular training, refresher courses, and ongoing development.
- Develop orientation materials and online tutorials for faculty and students.
- Undertake the efficient running of online courses.
- Streamline the process of developing online courses
- Review courses at mid-semester and give information regarding course standards to division heads.
- Ensure all training materials for faculty are made available through the MyLSCO portal.
- Ensure all students also have access to orientation handouts in their MyLSCO distance education channel. In addition, Online Tutorials are available to them in their individual courses.
- Help create online courses consistent in design and are user-friendly.
- The director is now on her seventh year as a member of the Learning Technology Advisory Committee (LTAC), which is part of the THECB.

Documentation:

LTAC Roster (Appendix D)
1.4. The institution has a process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance and/or off-campus education.

Response: Yes

CIDDL’s handbook has a well-developed policy of evaluating individual online course proposals and the developed online course before offering it.

LSC-O does not, as yet, explicitly develop online programs. However, the increase in the number of online core courses has led to the creation of online programs. As stipulated by THECB and SACS, LSC-O considers a program as online if more than 50% of the credit hours of a program are available online. Online courses at LSC-O are also offered in the traditional face-to-face format giving students a choice.

The list of programs with the percentages of online credit hours is shown below:
# Degrees, Certificates and Institutional Awards

## Associate of Arts Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>% of Online Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Grades EC-6, 4-8, Special Ed EC-12</td>
<td>45</td>
</tr>
<tr>
<td>Teaching - Core Subjects, Grades 8-12</td>
<td>45</td>
</tr>
</tbody>
</table>

## Associate of Applied Science Degrees

<table>
<thead>
<tr>
<th>Field</th>
<th>% of Online Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>95</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>31</td>
</tr>
<tr>
<td>Information Technology Support Specialist</td>
<td>39</td>
</tr>
<tr>
<td>Medical Office Professional</td>
<td>64</td>
</tr>
<tr>
<td>Process Operating Technology</td>
<td>30</td>
</tr>
<tr>
<td>Upward Mobility Nursing</td>
<td>58</td>
</tr>
</tbody>
</table>

## Associate of Science Degrees

<table>
<thead>
<tr>
<th>Field</th>
<th>% of Online Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>95</td>
</tr>
<tr>
<td>Communication</td>
<td>60</td>
</tr>
<tr>
<td>Computer Science</td>
<td>60</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>50</td>
</tr>
<tr>
<td>Horticulture</td>
<td>49</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>75</td>
</tr>
<tr>
<td>Natural Science</td>
<td>51</td>
</tr>
<tr>
<td>Sociology</td>
<td>55</td>
</tr>
<tr>
<td>Theater</td>
<td>51</td>
</tr>
</tbody>
</table>

## Certificates of Completion

<table>
<thead>
<tr>
<th>Certificate</th>
<th>% of Online Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Certificate in General Studies</td>
<td>71</td>
</tr>
<tr>
<td>Program</td>
<td>% of online courses</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Business Management Accounting</td>
<td>100</td>
</tr>
<tr>
<td>CISCO Network Specialist</td>
<td>20</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>20</td>
</tr>
<tr>
<td>Criminal Justice Corrections</td>
<td>0</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>8</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>100</td>
</tr>
<tr>
<td>Information Technology Support Assistant - Networking Specialist</td>
<td>43</td>
</tr>
<tr>
<td>Information Technology Support Assistant - Software Development</td>
<td>43</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>19</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>52</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>58</td>
</tr>
<tr>
<td>Medical Transcriptionist</td>
<td>27</td>
</tr>
<tr>
<td>* Pharmacy Technology</td>
<td>50</td>
</tr>
<tr>
<td>** Process Technology</td>
<td>50</td>
</tr>
<tr>
<td>Safety Health and Environmental</td>
<td>42</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Game Specialist</td>
<td>50</td>
</tr>
</tbody>
</table>

**INSTITUTIONAL AWARDS**
* Taking SPCH 1318 online from a different TX institution will make this an online program.
** Taking MATH 1314 or MATH 1342 online from a different TX institution will make this an online program.

Green background for programs with 25% - 50% courses online.

Red background for programs with more than 50% courses online.

Documentation:
1.5. The institution’s admission and recruitment policies and decisions take into account the capability of students to succeed in distance education and off-campus courses and programs.

Response: Yes

LSC-O has an open admission policy ensuring that all persons who can profit from post-secondary education will have an opportunity to enroll. LSC-O does not differentiate between distance learning and on-campus students, including admissions requirements. LSC-O also admits dual credit students and does not stop them from taking distance education courses.

Students are provided information regarding skills required to succeed in distance education by their instructors, counselors, and advisors. They are encouraged to take the “Am I ready” quiz available in their individual online courses to see how equipped they are for taking an online course. The result obtained from this quiz is not held against them, even if they are not considered to have the necessary aptitude that is required for an online course. However, it does provide the student and the instructor a list of strengths and weaknesses the student has. It allows them to work through the weaknesses and help in the success of the student.

All students have access to orientations that are available online at http://www.youtube.com/lscoedu. These videos address the nuts and bolts of taking online classes. In addition, informational resources are also provided in a public webpage to help students get familiar even before they register for classes. The link to the resource page is http://www.lsco.edu/distanceed/students.asp. Links to student support services have been provided in a widget within each course homepage in Desire2Learn (D2L), the school’s learning management system.

Documentation:

General Admission Policy – LSC-O College Catalog (Pgs. 19-24)
1.6. The institution has established requirements for satisfactory progress and graduation for distance education students.

Response: Yes

LSC-O does not have separate requirements for satisfactory progress and graduation for distance education students. Academic policies related to satisfactory progress and graduation are outlined in our catalog and is the same for on-campus students and for distance education students. These are in the “Academic Policies and Procedures” sections titled “Dropping Courses”, “Instructor-Initiated Drops” and “Withdrawals”

Documentation:

[Student-Initiated Drops and Withdrawals – LSC-O College Catalog (Pgs. 50-55)]
1.7. Policies relevant to transcripting, grading, and transfer credentials are in place.

Response: Yes

LSC-O does not have separate requirements for transcripts, grading, and transfer credentials. Academic policies related to transcripts, grading, and transfer credentials are outlined in our catalog. The catalog includes information on student classification, grading system, course credit, course transfer, student initiated drops and withdrawals, grade reports, final examinations, grade change procedure, repeating courses, grades used to determine academic honors and transfer of credit to LSC-O for graduation.

Documentation:

Academic Policies related to transcripts, grading and transfer – LSC-O College Catalog (Pgs. 50-55)
1.8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA).

Response: Yes

LSC-O offers variety of services to students with disabilities. Services are arranged to fit students' individual needs and may include individualized test administration; registration assistance; resource referral; sign language interpreters; note takers; tutors; mobility assistance; readers/audio tapes; and the loan of specialized equipment such as wheelchairs, tape recorders, closed captioned decoders, large print materials and access to a TDD.

When necessary, the counselor for students with disabilities acts as a liaison among students and faculty, administrators, and outside agencies. The Disability Support Services Office works closely with the Texas Rehabilitation Commission and the Texas Commission for the Blind.

Services are described in the LSC-O 2012 - 2014 catalog, available online at


The “Guide for incorporating the principles of good practice into electronically-based courses” by the THECB used to approve new courses before they are offered to students, addresses ADA compliance.

Documentation:

Disability Support Services – LSC-O College Catalog 2012-2014

Guide for incorporating the principles of good practice into electronically-based courses

CIDDL Handbook - Section 1 (Appendix A)
1.9. SACSCOC and other professional credentialing agencies are notified, as appropriate.

Response: Yes

As stipulated by THECB and SACSCOC, LSC-O considers a program as online if more than 50% of the courses are available online.

At LSC-O, most online courses are also offered in the traditional face-to-face modality, giving students a choice.

Notifications regarding the six online programs were sent to SACSCOC which were approved. These have also been approved by THECB. Eleven more programs are now online, with two more in the pipeline.

Documentation:

Memo from SACSCOC (Appendix E)

Memo from THECB (Appendix F)
1.10. The institution has sufficient financial resources to initiate and sustain quality
distance learning and off-campus courses and programs; the facilities, staffing, equipment
and other resources essential for them; and a process by which funding is distributed to
support distance education and off-campus instruction.

Response: Yes

LSC-O commits appropriate financial resources of its own to CIDDL and affirms its
commitment to distance education’s success at LSC-O, in accordance to its strategic plan.
CIDDL does not have a big budget of its own as its needs are met by different branches of LSC-
O. The necessary equipment (hardware, software, license agreements) are provided by our
Department of Information Services. Faculty incentive for first time online teaching and faculty
overload for developing new online courses come from the budget allocation of their respective
divisions. The institution allocates approximately $5000 per year for activities concerning
distance education that is not funded by other entities. This mainly relates to maintenance and
operation of distance education committee and to distance education connected travel.

Documentation:

Distance Education Budget Planning Process FY 2013-2014 (Appendix G)
1.11. The institution complies with THECB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures.

Response: Yes

As a member of the Texas State University System, Lamar State College-Orange regularly confers with the other member institutions concerning program offerings, course changes, cooperative agreements with area high schools and businesses, and all other plans that might impact those other institutions.

Documentation:
1.12. A procedure for calculating the cost of offering distance education courses to out-of-state students and a process for determining that fees “sufficient to cover the cost of instruction” are charged to those students are in place.

**Response: Yes**

Online courses at LSC-O cost the same as any other on-campus course, plus a $50 internet course fee. As with any in-state student, any additional costs incurred are passed on to the student at cost. This includes services such as shipping fees for books or library materials. Students requiring proctored testing are responsible for making arrangements with an approved proctor and are responsible for any associated fees.

**Documentation:**

*Tuition and Fees – LSC-O College Catalog*
SECTION 2 - EDUCATIONAL PROGRAMS

2.1. The institution has procedures in place for planning, development, approval and review of distance and/or off-campus education programs to ensure quality and currency; and for meeting external accrediting bodies’ standards.

Response: Yes

Distance education is not considered a separate program within the structure of the college. Online courses are approved, administered and taught by the same instructors. The online course instructors submit a proposal and on given the go-ahead, design and develop the course and showcase their product in an open forum to CIDDL. The CIDDL committee gives its approval to the online courses after being satisfied with the course designs. The CIDDL staff help the instructor in this process.

CIDDL also provides in-depth help to faculty members through workshops and seminars to become an online instructor.

Documentation:

Online Course Proposal (Appendix H: CIDDL Handbook – Section 2)
2.2 The institution has plans/procedures for assessing student learning outcomes. The institution also evaluates student retention and student satisfaction in its distance and/or off-campus education programs and courses; and using the results of the assessment to improve courses and programs.

**Response: Yes**

All LSC-O courses and programs are planned, delivered, and administered by the same instructional personnel and faculty regardless of delivery method. In this manner, the college ensures that learning outcomes are identical for distance learning classes and on-campus classes.

LSC-O uses a common syllabus with identical learning objectives and student competencies regardless of the delivery mode of the course. Student competencies are measured in distance learning courses and traditional courses by the use of identical or equivalent proctored examinations, demonstrations, research and essay requirements, and portfolio assessments. Faculty members update and submit syllabi to their division chairs each semester. All Distance Education course syllabi offer learning outcomes and conform to the institution’s requirements for syllabi.

**Documentation:**

Syllabus (Appendix H: CIDDL Handbook-Section 2)
2.3. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning.

Response: Yes

The effectiveness of online courses is done through a mid-term evaluation of the course and at the end of the semester, through the “Student Evaluation of Distance Education Courses”

Documentation:

Midterm Evaluation (Appendix H: CIDDLHandbook-Section 2)
2.4. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students.

Response: Compliance

For online courses, LSC-O uses the Desire2Learn platform to deliver courses. Interaction with students is mandatory requirement for all online classes. Desire2Learn provides for an internal email system, chat, pager and discussion board functions, which promote faculty-student and student-student interaction. Individual feedback for assignments is given through text messages or through audio or video mode. Softwares such as SoftChalk are used to increase student interactivity with content.

All students have access to orientations that are available online at http://www.youtube.com/lscoedu. These videos address the nuts and bolts of taking online classes. Students also have access to orientation handouts through their MyLSCO account. In addition, students now receive a booklet called D2L Recipes that has step-by-step instructions on using D2L. This is also available online.

Documentation:

http://www.youtube.com/lscoedu
2.5. Appropriate security measures are in place to assure the integrity of student work and testing.

Response: Yes

Our assessments make use of multiple approaches to test students. We have an excellent testing center on campus that has strict security policies requiring students to show a picture ID issued by an official agency. We have a Proctor policy in place for those who cannot access our testing center. This includes ProctorU, an online proctoring service. Students can also find proctors from the community as long as they follow the school’s proctor policies.

Our Learning Management System, Desire2Learn, has some inbuilt security systems in place to assure integrity of the testing process. Students must be authenticated in order to log on to the system. Techniques to minimize cheating are implemented within Desire2Learn. These include timed testing, displaying a single question at a time, including measures to prevent printing, question order scrambling, and answer order scrambling.

We use the turnitin.com service to check for plagiarism in written assignments.

Documentation:
3.1. The qualifications for distance and/or off-campus education faculty are the same as faculty teaching the same courses in a traditional on-campus format.

Response: Yes

LSC-O faculty must meet Southern Association of Colleges and Schools requirements in their given subject area, which is scrutinized by the Office of Human Resources. The college is very meticulous in ensuring that all faculty members, both full and part-time, have the proper credentials and that the proper procedure has been followed when rare exceptions to academic preparation are made.

The procedure for making exceptions to faculty qualifications applies to both on-campus and distance learning courses. In academic areas, exceptions are rare. Occupational/Technical course instructors with less than a bachelor’s degree must have extensive training, certifications and/or experience in the subject field.

Documentation:

Faculty Handbook
3.2. The institution provides orientation, training, and support services for faculty involved in distance education and off-campus programs.

Response: Yes

The CIDD Director and a trainer provide all the necessary training and professional development opportunities for instructors to ensure that the instructors are comfortable in the online teaching environment. Individual consultations are also provided when requested. The focus is on faculty support for Desire2Learn training, software training and online pedagogy. The training is in the form of workshops for a hands-on in-service. The Distance Education website has been updated with information about the federal rules and compliance regarding authorization and accountability.

A professional development course has been developed in D2L with links to articles from various professional magazines such as Magna Articles, Faculty Focus, and Teachers Conference etc. All faculty and staff have access to this course. The course is updated often, with new links provided every semester and old ones archived. Links to new technology are also available to those who are willing to try out new tools.

The college also has a Helpdesk that provides support to faculty and students with log-in issues and other technical issues.

Documentation:

http://www.lsco.edu/distanceed/distanceed.asp
3.3. Procedures are in place for appropriate evaluation of faculty involved in the distance and/or off-campus education program (such as procedures that evaluate faculty-student interaction).

Response: Compliance

Faculty members that teach online courses also teach traditional courses and are evaluated using the similar instruments. The Dean of Instruction and Division Directors are provided copies of the appropriate data from the “Student Evaluation of Online Course,” and grade analyses for use in evaluation activities.

Faculty teaching online and hybrid classes use the Quality Matters Rubric for self-evaluation of their courses. This helps align content and assessments with student learning outcomes and improves course design.

Documentation:

Statistical Data Page 44
3.4. Faculty have a role in development and evaluation of courses.

Response: Yes

LSC-O faculty is highly involved in the development and evaluation of courses. They go through the process of designing and developing their online course, simultaneously getting technical training through workshops and individual consultations with the Director of CIDDL. The courses are evaluated by the distance education committee. The “Online Course Development Procedure”, is published in the CIDDL Handbook, outlines the process.

Documentation:

Developing a Distance Education Course (Appendix H: CIDDL Handbook - Section 2)
3.5. A policy exists that addresses faculty teaching load for those involved in distance and/or off-campus education.

Response: Yes

Faculty members are not required to develop or teach a distance education course; however, full-time faculty, administrators, staff, and part-time faculty are eligible to propose a course/program for development and delivery via a distance education medium. Remuneration for course development is based on the formula of “course credit hour equivalency.” Developmental rate for publisher-developed courses are paid one-half of the course credit-hour equivalency. Payment for credit course delivery will be based on the formula of “faculty course load + 1 credit hour” for first-time delivery of an online course (fully online or a hybrid). Subsequent semesters and courses are paid as regular faculty course load. Distance Education course development pay is not paid as part of base pay but only as an overload. Payment is made upon the successful completion of development based upon the required standards.

Documentation:

Distance Education Instructional Policies (Appendix I: CIDDL Handbook - Section 4)
3.6. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.

Response: Yes

We have faculty that teach for us and for other institutions. The process of evaluating their credentials is the same as for our regular faculty members.

Documentation:

Faculty Handbook
3.7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance and/or off-campus education.

Response: Yes

LSC-O has developed policies for the development of distance education courses. These policies address intellectual property, compensation for course development, licensing rights and revenue distribution.

Documentation:

Distance Education Instructional Policies (Appendix I: CIDDL Handbook - Section 4)
SECTION 4 – STUDENT SUPPORT SERVICES

4.1. The institution provides distance and off-campus learners’ access to appropriate student services.

Response: Yes

The goal of CIDDL is to provide students with the flexibility to take classes in a way that does not interfere with their work life. Comparable academic support services through the use of technologies including the Internet, email, telephone and fax are provided with the scope of these services constantly expanding.

Contact information for all academic support services is provided to students via the college web site (http://www.lsco.edu), catalog (http://www.lsco.edu/Students.htm). New students have to contact their advisor to register for classes. Regular students, who have already been in the semester for a semester, can register for classes online, provided there are no holds in their accounts. Students can access information on Financial Aid, Library Resources, and Academic Advising, Technical Support, Tutoring, Admissions. As of now, we do not have Online Application process ready. Counseling students are required to come to campus or are referred to a professional counselor in their area.

Students receive bookstore services over the Internet via a secure server. Students may request shipping services or reserve their books for pickup at a later date.

The Testing Center currently provides test proctoring services for distance education students. Students are able to schedule appointments for online course exams through the Testing Center on the main campus by phone, email or in person Monday through Saturday of each week. They can also use ProctorU.

Help desk support is available in person, via telephone or email during standard office hours and is manned during the critical first 3 weeks of the long semesters. All students have access to orientations that are available online at http://www.youtube.com/lscoedu. These videos address the nuts and bolts of taking online classes. Students also have access to orientation handouts in their MyLSCO account and a D2L recipe booklet.

Following the course final, students are asked to complete a survey which evaluates the following student services: Library, financial aid, advising/counseling, technical support, and tutoring (The Learning Center). The results of these surveys are analyzed and used to identify areas within student services which need to be addressed.

Documentation:
4.2. Distance and off-campus learners have access to library resources of an appropriate breadth and quality for the distance and/or off-campus education program(s) offered.

Response: Yes

The LSC-O library (Ron E. Lewis Library) serves all students who are taking courses through LSC-O whether in a traditional classroom or through distance education. The public services librarian is the main point of contact for distance learning students. The library's web page provides a gateway to a variety of resources, digital and non-digital. The library's digital resources are also accessible from course home pages within the campus's course management system. The digital resources include a wide variety of databases as well as the library's service request forms. These resources are available both on campus via the campus networked computers and remotely to all students and faculty. In Texas the TexShare consortium allows our students to check out books from other TexShare libraries around the state. Inter-library loans allow students to request materials now owned by our library. For reference services students are encouraged to ask for assistance by phone, e-mail or in person. The reference staff is also accessible from within the campus's course management system by pager or e-mail.

In addition to the above, direct access to various course-related library resources, some of which have been developed by the library staff, is provided through a widget in the Learning Management System, Desire2Learn.

Documentation:

Ron E. Lewis Library

Table of Contents
5.1. The institution has available the facilities and equipment necessary to deliver its distance learning program.

Response: Yes

LSC-O provides a budget to support a quality distance education program that is used for travel, supplies, and training. The Desire2Learn system is hosted by the Desire2Learn Inc. in Canada. They provide the learning environment and are responsible for hosting, SIS integration, and providing support. They are also responsible for providing regular updates to the system.
5.2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance education activities.

Response: Yes

The platform used for distance education at LSC-O is primarily Desire2Learn, which is accessed through the Internet. Online courses are offered through use of servers hosted by Desire2Learn Inc. To access these online classes, students must have access to the Internet. They can access the Internet either through their own Internet Service Provider or through computers located on campus. If required for a course, Department of Information Services burns CDs and provides them to students on request from faculty. No other activity has occurred which mandates any additional help. If anything comes up in future, LSC-O will take adequate steps to help students.

Documentation:
PART 5 – STATISTICAL DATA

Distance Education Course Enrollment

Student retention and completion have been measured by reviewing the class rolls (12th class day) and the final roll showing drops, withdrawals, etc. for the distance education classes. As can be seen from the graph below, there has been a consistent increase in enrollment in distance education classes, when viewed for the past 5 years.

The enrollment has slightly increased from 3380 in 2012 to 3539 in Year 2013. The numbers for 2011, 2012 and 2013 include the spring, fall, summer I and summer II sessions. The sections include totally online as well as hybrid classes. These are duplicated enrollment numbers, which means that if a student has enrolled in more than one online class, the student is shown more than once. The number of sections offered has increased from 141 in Year 2012 to 154 in Year 2013.
1. **Distance Education Course Successful Completion/Pass rates**

The pass rates used here are students with grades A, B, C and D. The pass rate has increased from 60.6 in spring 2009 to 75.68 in spring 2013, while it has increased from 67.9 in fall 2009 to 79.02 in fall 2013.

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>60.6</td>
<td>67.9</td>
</tr>
<tr>
<td>2010</td>
<td>77.6</td>
<td>77.2</td>
</tr>
<tr>
<td>2011</td>
<td>73.5</td>
<td>75</td>
</tr>
<tr>
<td>2012</td>
<td>81.1</td>
<td>79.7</td>
</tr>
<tr>
<td>2013</td>
<td>75.68</td>
<td>79.02</td>
</tr>
</tbody>
</table>

2. **Student Learning Outcomes**

The goal of the distance learning classes from their inception was to have the learning outcomes as similar to the traditional classes as possible with different modes of delivering instruction. Reviewing the syllabi and class materials of the DL courses indicated the courses have the same learning outcomes.

3. **Student Evaluation of the course and instructor / Student satisfaction**
Student satisfaction of the course and their online instructor has been measured through self-reported responses in surveys. Generally, self-disciplined students with complicated schedules loved online courses. Students who felt disenfranchised (isolated from the instructor) hated the experience and vowed to never take a distance learning course again. Self-reported data from surveys are compiled during every long semester.

**Documentation:**

[Distance Education Student Evaluation Data](#)
4. Faculty satisfaction

Faculty satisfaction has been measured through self-reported responses on survey conducted in spring 2011. The self-reported responses from the faculty indicated that the experiences were good or excellent and that they were satisfied teaching online courses. Some of the responses we got are given below:

- Did you have any training on Desire2Learn prior to teaching your first course?
  - 100% of our online instructors had training. They also mentioned that the training was very helpful.
- If you are not teaching a totally online or hybrid class, which of the following DESIRE2LEARN tools do you use?
  - Most of them use the tools available in DESIRE2LEARN even when they are not teaching online classes.
- When asked if the training was effective, all of them said it was effective.
- Overall, how would you rate support in using DESIRE2LEARN and in teaching a Desire2Learn course?
  - All of them except one respondent said the support was effective and their experience as “good” or “excellent”.

Documentation:

Distance Education Faculty Survey Data (Appendix J)
5. Compare Distance Education Courses/Traditional

The comparison of the distance learning classes with the traditional counterpart is a little difficult. One reason for this difficulty is the lack of comparable traditional classes. This aspect needs to be looked into before a conclusion can be arrived at. However, overall performance of students in both formats is comparable.

The course pass rate for online courses was 79.02% for fall 2013. This is in comparison with the overall college pass rate of 78.62%. This includes Grades A, B, C and D.

The course completion rate for online courses was 91.89% for fall 2013. This is in comparison with the overall college completion rate of 90.36%. This includes Grades A, B, C, D and F.

The course pass rate for online courses was 75.68% for spring 2013. This is in comparison with the overall college pass rate of 76.89%. This includes Grades A, B, C and D.

The course completion rate for online courses was 91.63% for spring 2013. This is in comparison with the overall college completion rate of 88.8%. This includes Grades A, B, C, D and F.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist. Ed.</td>
<td>Completion</td>
<td>76.71</td>
<td>98.40</td>
<td>95.57</td>
<td>99.82</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>60.56</td>
<td>77.60</td>
<td>73.53</td>
<td>81.13</td>
</tr>
<tr>
<td>All Classes</td>
<td>Completion</td>
<td>80.57</td>
<td>93.19</td>
<td>76.03</td>
<td>76.80</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>68.17</td>
<td>78.16</td>
<td>61.37</td>
<td>64.16</td>
</tr>
</tbody>
</table>

Completion & Pass: Spring Semesters - 2009-2013

Graph showing the completion and pass rates for each year from 2009 to 2013 for distance education and all classes.
6. Library Use

Library use was not recorded for this report as it may not be used solely for distance learning classes.

7. The Learning Center Use

Learning Center Use was not recorded for this report as it may not be used solely for distance learning classes.

Table of Contents
Lamar State College-Orange
Distance Education
Course Development and Delivery Instruction Manual

Section 1

INTRODUCTION
Welcome to Distance Education at Lamar State College-Orange

During the past few years, the Distance Education Committee has worked to create sound policies and guidelines to aid instructors as they prepare to teach courses online. This manual outlines the steps required to start developing a distance education course and the policies intended to guide the instructor as he/she embarks on creating and teaching distance education courses. We hope that each person who desires to create an online course will find this manual insightful and helpful. We wish you good luck as you take on the challenge of distance education.

Distance Education Committee Members

Fall 2013

Chair ........................................ Carle Dando, Dean of Instruction
Adjunct Faculty ....................................................... Meredith Little
Advising – Counseling ............................ Andrea Stephenson
Allied Health ....................................................... Thera Granger
Business and Technology ......................... Jim Ellis
Continuing Education ................................ Brenda Mott
Curriculum Committee Chair ................ Bobbi Miller and Eric Owens
Desire2Learn Administrator ......................... Sribhagyam Srinivasan
Director of Institutional Effectiveness ........ Katie Rather
Information and Technology Services ........ Linda Burnett/Jennifer Petitjean
Instructional Designer ................................. Sribhagyam Srinivasan
Liberal Arts ...................................................... Lisette Hodges
Library ............................................................ Marilyn Greene
Mathematics and Science ............................ Ni Song
Student Services ........................................ Vicki Norville
Student Representative ............................. Ashley Guillory

Subcommittees
Awards Committee
Lamar State College-Orange

Distance Education Mission Statement and Goals

Mission Statement

Lamar State College-Orange is an open-admission, lower-division state institution of higher education within the Texas State University System.

The primary purpose of distance education at Lamar State College-Orange (LSC-O) is to maximize student access to courses through the use of web-based delivery systems.

Distance education at LSC-O is consistent with and supports the college’s mission and its strategic plan. It supports LSO-O’s mission to enhance student learning and success in their educational pursuits to attend senior colleges and universities through an electronic based delivery system. It provides students the opportunity to get certificates and associate degrees through an electronic based delivery system that prepares them for employment.

Distance education at LSC-O integrates the assets of the college to provide a teaching and learning environment for distance learners, which is comparable to that provided to on-campus students. Central to the integration process is ensuring that support services are available to distant learners and faculty to assist in providing a quality education that is conveniently accessed.

Definition of Terms

LSC-O follows the definitions as stated in the Texas Administrative Code1:

**Distance Education Course** – A course in which a majority (more than 50%) of the instruction occurs when the students and instructor(s) are not in the same place. For the purposes of this policy, there are two categories of distance education courses:

(A) **Fully Distance Education Course** – A course which may have mandatory face-to-face sessions which total no more than 15% of the instructional time (Example: orientation session, laboratory, exam review, or an in-person test).

---

1 Chapter 4, Sub-Chapter P, §4.103 of the Texas Administrative Code:
(B) **Hybrid/Blended Courses** – A course in which a majority, (more than 50%) but less than (85%), of the planned instruction occurs when the students and instructor(s) are not in the same place.

**Distance education degree or certificate program** – A program in which a student may complete a majority (more than 50%) of the credit hours required for the program through distance education courses.

The Learning Management system used for distance education at LSC-O is primarily Desire2Learn, which is accessed through the Internet. Online courses are offered through Desire2Learn servers housed by Desire2Learn©. To log in to these online classes, students must have secure login credentials to access the school portal. They can access the Internet either through their own Internet Service Provider or through computers located on campus.

**Goals of Distance Education at LSC-O**

- Enhance student accessibility and participation in distance education initiatives;
- Create an environment which facilitates the development of distance education instruction in response to student and community needs;
- Encourage faculty participation in distance education initiatives and provide assistance and support in the development of courses, course materials, and use of instructional technology;
- Help ensure the technical infrastructure that makes it possible for faculty to use alternate means of instruction is in place;
- Promote the availability and utilization of distance education courses as a viable option for pursuing education goals; and
- Ensure quality instruction in all distance education classes through assessment.

**Organization and Administration**

The Dean of Instruction functions as the Chair of the Distance Education Committee.

The Distance Education Committee membership consists of the Dean of Instruction, the Instructional Designer, a faculty member from each of the academic divisions, an adjunct instructor, the Director of Institutional Effectiveness, a representative from the IT dept., a representative from the library, a Continuing Education representative, the Chair of the Curriculum Committee, two representatives from Student Services, and a student representative.
Distance Education Committee

The Distance Education Committee makes recommendations on the following:

- Establishment of long- and short-term programmatic and performance goals;
- Expansion of instructional offerings;
- Coordination of distance education with other college initiatives;
- Partnerships with other colleges and organizations;
- Faculty training and development;
- Marketing strategies for promoting distance education;
- Utilization and evaluation of technology, technical support, and instructional support for distance education programs;
- Funding resources to support distance education initiatives; and
- Evaluation of the effectiveness of distance education efforts.

Distance Education Standards

The college operates its distance education courses in accordance with the standards established by the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools. The standards from the Texas Higher Education Coordinating Board specifically state that institutions must certify compliance with each of the following:

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically or off-campus is coherent and complete.
- The program or course provides for appropriate interaction between faculty and students and among students.
- Qualified faculty members provide appropriate oversight to the program or course.
- Programs or courses offered electronically or off-campus are offered on the campus of the institution where the programs or courses originate.
- Academic standards for all programs or courses offered electronically or off-campus are the same as those for programs or courses delivered by other means at the institution.
- Student learning in programs and courses delivered electronically or off-campus is comparable to student learning in programs offered on campus.
- The program or course is consistent with the institution's role and mission.
- The institution has reviewed and approved the program or course to ensure the appropriateness of the technology being used to meet its objectives.
- Program or course announcement and electronic catalog entries provide appropriate information for students.

2 http://www.thecb.state.tx.us/index.cfm?objectid=63619A3E-928E-3674-B581F5D5746A8B89#Q6
• The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and cost and payment policies.
• Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
• The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge, and technical skills required to undertake the program or course.
• Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.
• The program or course provides faculty support services specifically related to teaching via an electronic system.
• The institution assures appropriate training for faculty who teach via the use of technology.
• The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.
• The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.
• Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
• The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.
• The institution evaluates the program’s or course’s educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.
PRINCIPLES OF GOOD PRACTICE

For Academic Degree and Certificate Programs and Credit Courses Offered Electronically Basic Assumptions

Several assumptions are central to these principles:

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.
6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

CURRICULUM AND INSTRUCTION

Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

A degree or certificate program or course offered electronically is coherent and complete.

The program or course provides for appropriate interaction between faculty and students and among students.

Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

3 http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37
Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

**INSTITUTIONAL CONTEXT AND COMMITMENT**

**Role and Mission**

The program or course is consistent with the institution's role and mission.

Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

**Students and Student Services**

Program or course announcements and electronic catalog entries provide appropriate information.

Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

**Faculty Support**

The program or course provides faculty support services specifically related to teaching via an electronic system.

The institution assures appropriate training for faculty who teach via the use of technology.

The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

**Resources for Learning**

The institution ensures that appropriate learning resources are available to students.
The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

Last Updated: March 2010
Introduction

The Texas Higher Education Coordinating Board, through the Distance Education Advisory Committee commends and encourages the development of online courses and other electronically delivered courses that enhance access to higher education throughout the state of Texas. THECB works closely with Texas college and university systems as well as with ICUT (Independent Colleges and Universities of Texas) to ensure that the quality of distance education is high. To that end, all course providers and all institutions are encouraged to use the Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs as developed by the Western Cooperative for Educational Telecommunications (WCET), a program of the Western Interstate Commission for Higher Education (WICHE) and as endorsed by THECB.

The document below is a recommended guide and evaluation to be utilized by institutions when development of a new electronically delivered course is completed. It is designed to determine whether the course confirms to the Principles.

Institutions seeking approval for distance education plans through THECB must demonstrate that all courses adhere to the Principles. Use of a course evaluation document such as this one is one way to demonstrate adherence to the Principles.

The document is adapted from one developed by the University of Texas System TeleCampus.

---

4 http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37
Course Information

Please be sure that information is accurate and complete.

Title of Course, Number:

Name (s), title (s), component (s) of instructional faculty:

Name, title, phone number and e-mail of principal contact person:

Is this course for credit? Yes ☐ No ☐

Is this a non-credit course? Yes ☐ No ☐

Prerequisite (s) and/or required academic skills/background of students:

Number of students recommended:

Brief course description:

Technical Notes

Note: As you complete this section of the self-study, please consult with the appropriate staff at your institution.

Course Management Platform (for example, Prometheus, Blackboard, Desire2Learn, other).

Indicate which one:

Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions and hardware platforms? (For example, Netscape 3.X on an older Pentium PC, or Explorer on a Mac running OS7.X). Please provide details.
Student Discussion/Chat:

Asynchronous (Threaded Discussion): Yes ☐ No ☐

Synchronous (Live Chat): Yes ☐ No ☐

Email: Yes ☐ No ☐

Additional Information:

Audio:

Number of segments:

Length of longest segment:

Method of delivery: Streaming via RealAudio ☐; Quicktime or other ☐;

CD-ROM ☐

Transcript of Audio Included Yes ☐ No ☐

Additional information as appropriate:

Video:

Number of segments:

Length of Longest segment:

Method of delivery: Streaming via Real/Media ☐; Quicktime or other ☐;

CD-ROM ☐

Transcript of Audio Included Yes ☐ No ☐

Additional information as appropriate:

1. Does the program or course meet the guidelines of the Americans with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508. For information on the actual guidelines, see the following: http://www.usdoj.gov/crt/ada/adahom1.htm or http://www.access-board.gov/508.htm.

Yes ☐ No ☐
Course Copyright and Permissions

It is the responsibility of the instructor and his/her colleagues to ensure that all copyright provisions are met and that permission has been obtained as appropriate.

Have you confirmed that the inclusion of all course materials in the course not developed by the copyright holder meet "fair use" guidelines, or that you are otherwise exempt from liability from infringement, or you have received appropriate permissions from all copyright holders? Please work with your home institution in ascertaining this and in obtaining appropriate permissions.

Information on copyright laws relating to the use of intellectual materials is available through institution inserts its own link to materials. (An example would be the UT System Copyright Crash Course Tutorial that is online at the UT TeleCampus. A link to this is: http://www.telecampus.utsystem.edu ->Faculty Resources -> First Steps.)

In any case where the institution and/or course author (s) contribute copyrightable expression, the institution and/or course author (s) warrant that they are the only owner (s) of the course and have full power and authority to make this agreement; and that the course does not infringe any copyright, violate any property rights, or contain any scandalous, libelous or unlawful matter.

Name (s) of copyright holders:

Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?

Yes ☐ No ☐ In Process ☐

If not, have you acquired permission to use or link to the materials?

Yes ☐ No ☐ In Process ☐

Additional Information/Comments as appropriate:
Principles of Good Practice

The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs were developed by the Western Cooperative for Educational Telecommunications and adopted by the Texas Higher Education Coordinating Board. These principles provide an outline for consideration when developing, teaching or evaluating the quality of electronic instruction. Therefore, the Distance Education Advisory Committee of THECB recommends that all instructors complete this Guide as an assurance that all courses offered through distance learning in Texas meet these guidelines. It is not necessary for you to provide a positive answer to each question. However, those questions for which you report a negative answer may well represent areas in which should provide additional information/rationale for that decision.

Assumptions of the Principles of Good Practice

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.
6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

Principles of Good Practice: Curriculum and Instruction

1. The course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

   Yes ☐ No ☐

   Degree or certificate (if applicable)

2. The course offered electronically is coherent and complete.

   1. Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if necessary.

      Yes ☐ No ☐

   2. If students are not required to meet on campus, they can complete the course without physically visiting the institution offering the course. (i.e. all necessary instruction and support infrastructure is in place to serve the off-campus student.)
Yes ☐ No ☐

The course includes:

Note: A positive response is not required for every item below. This section should be used as a checklist and should be dependent upon the course content and the target audience.

- Introduction ☐ Yes ☐ No ☐
- Course Title ☐ Yes ☐ No ☐
- Course prerequisites ☐ Yes ☐ No ☐
- Syllabus includes:
  - Course number and title ☐ Yes ☐ No ☐
  - Instructor name/contact number ☐ Yes ☐ No ☐
  - Required text including purchase information ☐ Yes ☐ No ☐
  - Learning objectives ☐ Yes ☐ No ☐
  - Descriptions of lessons/modules ☐ Yes ☐ No ☐
  - Information on course assessment ☐ Yes ☐ No ☐
  - Links to appropriate library and other learning resources ☐ Yes ☐ No ☐
  - Policies and Procedures of the course ☐ Yes ☐ No ☐
  - Calendar of all assignments ☐ Yes ☐ No ☐
- Pages of content
  - Graphical and multimedia elements ☐ Yes ☐ No ☐
  - PDF and other downloadable files ☐ Yes ☐ No ☐
  - Links to other web sites ☐ Yes ☐ No ☐
  - Interactive exercises ☐ Yes ☐ No ☐
  - Evaluation instruments ☐ Yes ☐ No ☐
  - Link to online conference or chat ☐ Yes ☐ No ☐
- Technical support information or link ☐ Yes ☐ No ☐
- Technical requirements for the course ☐ Yes ☐ No ☐

3. The course provides for appropriate interaction between faculty and students and among students.

   a. Interaction with and among students is achieved through (check all that apply):

      Asynchronous discussion ☐

      Synchronous chat ☐

      Team projects ☐

      Individual email ☐

      Group email ☐
Audioconference □

Interactive Video (ITV) □

Student posting of projects/assignments for review by faculty/other students □

Other

b. Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus or course menu.

Yes □ No □

Additional information as appropriate:

c. When teaching the course, the faculty member(s) will be available to support and communicate with the students and oversee student projects and evaluation.

Yes □ No □

d. Students have the opportunity to interact with each other and with faculty and administrators outside of class to build a learning community.

Yes □ No □

4. Courses offered electronically are offered on the campus of the institution where the programs or courses originate.

   a. Is this course part of the institution’s course inventory?

      Yes □ No □

   b. Did this course obtain approval through the regular approval process used for all courses?

      Yes □ No □

5. Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

   a. The course provides students with clear, complete and timely information on course goals and objectives.

      Yes □ No □
b. The course specified necessary technology competence and skills.

Yes ☐ No ☐

c. This course meets the institutional standards for content, reflective learning, competencies, etc. as other courses?

Yes ☐ No ☐

d. Student learning online is comparable to student learning offered at the campus where the program or course originates?

Yes ☐ No ☐

Principles of Good Practice: Institutional Context and Commitment

1. The course and associated technology requirements are consistent with the institutional technology policies.

Yes ☐ No ☐

2. Course announcements and catalog entries provide appropriate information about the course and services associated with the course. Note: If 50% of the course content is delivered electronically or off-campus, it must be listed as a distance learning course in the official schedule of courses and in all promotional materials.

Yes ☐ No ☐

3. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

   Financial Aid: ☐ Yes ☐ No ☐
   Library Resources: ☐ Yes ☐ No ☐
   Counseling: ☐ Yes ☐ No ☐
   Special Student Services: ☐ Yes ☐ No ☐
   Career Services: ☐ Yes ☐ No ☐
   Technical Support: ☐ Yes ☐ No ☐

4. The institution has admission/acceptance criteria in place to assess the extent to which a
student has the background, knowledge and technical skills required to undertake the program or course. This would include, if appropriate, prerequisite technical and/or content background.

Yes □ No □

5. The institution provides your and your co-developers (when applicable) support services specifically related to teaching via an electronic or distance format.

Yes □ No □

6. The institution provides training for you and your co-developers who teach via the use of technology.

Yes □ No □

What training have you and your co-developers received (check those that apply):

a. General technology skills workshops □
b. Web-course development and delivery workshops □
c. Other training □

7. The institution provides support for you and your co-developers as they revise the course.

Yes □ No □

8. The institution provides adequate equipment, software, and communications access to you and your co-developers to support the interaction with students, other faculty and other institutions or services.

Yes □ No □

9. Courses offered electronically may also be offered on the campus of the institution where the programs originate. Indicate below the status of this course as it relates to on-campus sections of the same course.

a. A separate section of this course is sometimes taught on campus.

   Yes □ No □

10. Will this course be a part of or in addition to the assignment of you and your co-developers?

    Yes □ No □
Principles of Good Practice: Evaluation and Assessment

1. Students will be given an opportunity to evaluate this online course.
   Yes ☐ No ☐

2. Student achievement in the course will be assessed.
   Yes ☐ No ☐

3. The effectiveness of the course will be evaluated by students at regular intervals.
   Yes ☐ No ☐

4. You and your co-developers will use the results of assessment to make necessary revisions of this course at regular intervals.
   Yes ☐ No ☐

Faculty and Institutional Commitment/Approval

This signature page must be completed and returned along with the answers to the self-study. It should be completed and signed by the instructional faculty and the appropriate dean or vice president.

Faculty Commitment

The answers to the questions in this self-study are accurate and truthful. All efforts have been made to ensure that copyright permissions have been obtained. All efforts have been made to comply with institutional policies regarding technology and other learning resources.

Signature: ____________________________ Printed Name

Departmental Approval (if appropriate)
The answers to the questions in the self-study are consistent with departmental policy.

Signature: ____________________________ Printed Name
Title: ____________________________ Date:

Institutional Commitment (Dean or, if appropriate, Vice President)

The answers to the questions in the self-study are consistent with college and/or University policy.

Signature: ____________________________ Printed Name
Title: ____________________________ Date:

Completed self-study will be housed in the Office of the Vice President for Academic Affairs or an office designated by the VPAA and used as part of the institutional plan for distance education activities as required by state law and coordinated through the Distance Education Advisory Committee of THECB.

Adopted: ________________

Adopted by the Distance Education Advisory Committee of the Texas Higher Education Coordinating Board on March 28, 2002.
Department: Instructional Designer  
Manager: Sribhagyam Srinivasan

Mission: Instructional Designer’s office reinforces LSC-O’s mission by providing leadership concerning academic curricula through distance education which prepares students for transfer to senior colleges and universities, and the certificate and Associate of Applied Science Degree programs that prepare students for employment.

Purpose: The purpose of the Instructional Designer’s Office is to maximize student access to courses through the use of web-based delivery systems.

<table>
<thead>
<tr>
<th>Key Assessment Outcomes</th>
<th>Results and Analysis</th>
<th>Implementation &amp; Evidence of Improvement</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Outcome # 1:</strong></td>
<td><strong>Results:</strong></td>
<td><strong>Evidence:</strong></td>
<td>No budget impact</td>
</tr>
<tr>
<td>The __Instructional Designer’s office will support the Campus Critical Focus Initiative.</td>
<td>• An Excel spreadsheet has been developed that lists courses approved by the distance ed committee to be taught online.</td>
<td>• Provides documentation of when the courses were first approved, when they were first offered online and who developed and taught those courses.</td>
<td></td>
</tr>
<tr>
<td>To maintain commitment to excellence</td>
<td>• An Excel spreadsheet has been developed for each program listing online and hybrid courses in the program.</td>
<td>• Provides documentation of percentage of online and hybrid courses in each degree and certificates within each program.</td>
<td></td>
</tr>
<tr>
<td>• Improve documentation of online courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve documentation of online programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lamar State College-Orange  
2012-2013 Administrative Assessment Summary

<table>
<thead>
<tr>
<th>Intended Outcome # 2:</th>
<th>Results:</th>
<th>Evidence:</th>
<th>Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comply with SACS-COC regulations involving distance education</td>
<td>The increase in the number of online courses required a substantive change policy proposal to be written</td>
<td>Most programs showed an increase in online offerings beyond 50% which required a substantive change policy proposal to be written.</td>
<td>A better system in place now, which should help in better documentation in future for distance education</td>
</tr>
<tr>
<td>Comply with federal regulation HEOA 2008</td>
<td>The distance ed website was updated to comply with HEOA 2008 regulations</td>
<td>The above documents are placed in the “Distance Education” folder in the desktop of the Instructional designer as well as on the network called “DE” folder</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis:**
By focusing on proper documentation, a better process is in place, improving the effectiveness of the distance education.

**Improvement:**
http://www.lsco.edu/distanceed/DOEListofStates.asp
APPENDIX C
Administrative Support Unit: Dean of Instruction

Person Responsible: Instructional Designer (Sribhagyam Srinivasan)

Date Submitted: 3/6/2013

Purpose Statement: The mission of distance education at Lamar State College-Orange (LSC-O) is to maximize student access to courses through the use of web-based delivery systems.

Institutional Mission Reference: The Distance Education at LSC-O supports LSO-O’s mission to enhance student learning and success in their educational pursuits to attend senior colleges and universities through electronic based delivery system. It provides students the opportunity to get certificates and associate degrees through electronic based delivery system that prepares them for employment.

Assessment Measures Utilized:

- [x] Annual Performance Evaluation
- [x] Audit
- [ ] Community College Survey of Student Engagement (CCSSE)
- [ ] Community Involvement
- [x] Data collection via Excel spreadsheet
- [x] Exit Interview/Graduate Survey
- [x] Faculty Roster
- [ ] Grant Activity
- [x] Participation in Professional Development Seminars/ Webinars/Workshops
- [x] Quality Matters Peer Review Certification
- [x] Providing Workshops/Presentations to LSC-O Employees
- [x] Participation in LSC-O Committees/Organizations
- [x] Participation in Professional Committees/Organizations
- [x] Participation in LSC-O Distance Ed Committee
- [ ] Student Opinion Survey (SOS)
- [x] Other - Please describe: Annual Report

Data Repository Location:

- [ ] Annual Performance Evaluation
- [ ] Audit
- [ ] Community College Survey of Student Engagement (CCSSE)
- [ ] Community Involvement
- [ ] Data collection via Excel spreadsheet
- [ ] Exit Interview/Graduate Survey
- [ ] Faculty Roster
- [ ] Grant Activity
- [ ] Participation in Professional Development Seminars/ Webinars/Workshops
- [ ] Quality Matters Peer Review Certification
- [ ] Providing Workshops/Presentations to LSC-O Employees
- [ ] Participation in LSC-O Committees/Organizations
- [ ] Participation in Professional Committees/Organizations
- [ ] Participation in LSC-O Distance Ed Committee
- [ ] Student Opinion Survey (SOS)
- [ ] Other - Please describe: Annual Report
Administrative (Support Unit) Outcome 1: Enhance our appeal to potential and existing students by promoting excellence in everything we do.

College Goal(s) Supported: Goal I

<table>
<thead>
<tr>
<th>Expected Level of Achievement (must be in measurable terms) &amp; Explanation of How You Plan to Achieve Expected Level</th>
<th>Actual Data From Assessment &amp; Actions/Decisions</th>
<th>Evidence of Improvement</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Distance Education enhancement. Improve quality of current Distance Education Learning Management System (Desire2Learn) by meeting 85% of the Quality Matters Rubric General Standards 6, 7 and 8 for technology support, learner support, and accessibility consistently, throughout the system.</td>
<td>1.) Actual Data from Assessment</td>
<td>1.) Evidence of Improvement</td>
<td>1.) Continued funding to support LSC-O’s participation with Quality Matters ©. $1,650.00 has been asked by DOI</td>
</tr>
<tr>
<td>2.) Distance Education enhancement. Provide training to faculty to add courses (particularly CORE courses) to the Distance Education (online or hybrid) inventory.</td>
<td>2.) Actual Data from Assessment</td>
<td>2.) Evidence of Improvement</td>
<td>2.) Training room specifically dedicated to Technology training</td>
</tr>
<tr>
<td>Actions/Decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administrative (Support Unit) Outcome 2: Restructure administration of Distance Education for quality control and continuous improvement to ensure SACSCOC compliance

College Goal(s) Supported: Goals V and VI

<table>
<thead>
<tr>
<th>Expected Level of Achievement (must be in measurable terms) &amp; Explanation of How You Plan to Achieve Expected Level</th>
<th>Actual Data From Assessment &amp; Actions/Decisions</th>
<th>Evidence of Improvement</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Restructure Distanced Education administration. Consolidate administration and proper documentation of distance education data for collecting and maintaining process for Distance Education at LSC-O to assure compliance with SACOCOC</td>
<td>1.)</td>
<td>1.)</td>
<td>1.) The restructure will require no further funding.</td>
</tr>
<tr>
<td>2.) Provide faculty training in D2L and other instructional technology under the aegis of the “new” CDDIL to enhance use of technology in student learning activities. An additional trainer will help further consolidate training schedules</td>
<td>2.)</td>
<td>2.)</td>
<td>2.) One position, “Trainer.” Cost: $22,000-$24,000 as requested by DOI</td>
</tr>
<tr>
<td>3.) Participate and present workshops in regional, national and international conferences to share best practices followed by LSC-O, and learn new online pedagogy, online technology, emerging technology etc. as related to Distance Education.</td>
<td>3.)</td>
<td>3.)</td>
<td>3.) To support travel to attend conferences, an additional budget of $5,000 will be needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.) Participate in THECB Learning and Technology Advisory Committee meetings.</td>
<td>4.) Actions/Decisions</td>
<td>4.)</td>
<td>4.) To support travel to attend meetings, an additional budget of $1,000 will be needed.</td>
</tr>
<tr>
<td></td>
<td>1.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administrative (Support Unit) Outcome 3: Enhance and grow professional development for faculty to support College Mission and Comply with SACS COC Principles

College Goal(s) Supported: Goal IV

<table>
<thead>
<tr>
<th>Expected Level of Achievement (must be in measurable terms) &amp; Explanation of How You Plan to Achieve Expected Level</th>
<th>Actual Data From Assessment &amp; Actions/Decisions</th>
<th>Evidence of Improvement</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Provide opportunities on campus for professional development. Plan and provide on-campus Instructional Technology Training.</td>
<td>1.)</td>
<td>1.)</td>
<td>1.) An additional trainer to help with the training of emergent technology and LMS will require hiring of a “Trainer” for the CDDIL Approximate cost (see Outcome 2); $24,000 salary, as requested by DOI.</td>
</tr>
<tr>
<td>2.) Maintain a Professional Development site in our LMS that is easily accessible to our faculty and staff</td>
<td></td>
<td></td>
<td>2.) No additional cost requirements, as it will be part of the institution LMS</td>
</tr>
</tbody>
</table>

Actions/Decisions

1.)
2.)
3.)
4.)
5.)
In this section, please list how many of your unit outcomes were met, partially met, or not met.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Met</th>
<th>Partially Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# LEARNING TECHNOLOGY ADVISORY COMMITTEE
Texas Higher Education Coordinating Board

<table>
<thead>
<tr>
<th>CHAIR</th>
<th>CO-CHAIR</th>
</tr>
</thead>
</table>
| Pamela Quinn  (2015)  
Provost  
LeCoy Center for Educational Telecommunications  
Dallas County Community College District  
9596 Walnut Street, PP 2.410  
Dallas, Texas 75243  
PHONE: 972.669.6550  
E-MAIL: pquinn@dcccd.edu  
ADMIN: Cindy King  
EMAIL: cindyking@dcccd.edu | Stephen Levey, Ed.D. (2014)  
Associate Vice Chancellor  
Academic Instruction  
Houston Community College System  
P.O. Box 667517  
Houston, Texas 77266-7517  
PHONE: 713.718.5261  
E-MAIL: stephen.levey@hccs.edu  
ADMIN: Linh Tran  
PHONE: 713.718.5208  
E-MAIL: linh.tran@hccs.edu |

<table>
<thead>
<tr>
<th>COMMITTEE MEMBERS</th>
</tr>
</thead>
</table>
| Mr. Remi Ademola (2016)*  
Director of the Center for Online Education and Instructional Technology  
Texas Southern University  
3100 Cleburne  
Houston, Texas 77004  
PHONE: 713.313.4835  
EMAIL: ademolara@tsu.edu |
| Mrs. Michele Betancourt (2016)*  
Distance Education Director  
Wharton County Junior College  
911 Boling Highway  
Wharton, Texas 77488  
PHONE: 979.532.6336  
EMAIL: betancourt@wcjc.edu |
| Mr. Corey Davis (2016)*  
Director of Online Learning, Office of Academic Affairs  
Our Lady of the Lake University  
411 S. W. 24th St., MAIN 416F  
San Antonio, Texas 78207  
PHONE: 210.431.3915  
EMAIL: cdavis@lake.ollusa.edu  
ADMIN: Nora I. Sanchez |
| Mr. William “Bill” Angrove  (2015)  
Director of Online Education for Texas State University System and Associate Vice President for Distance Learning  
Sam Houston State University  
Box 2060  
Huntsville, Texas 77341-2060  
PHONE: 936.294.2774  
E-MAIL: bangrove@shsu.edu |
Vice President Academic and Student Affairs  
Howard College  
1001 Birdwell Lane  
Big Spring, Texas 79720  
PHONE: 432.264.5018  
EMAIL: aburchett@howardcollege.edu  
ADMIN: Laura Hughes  
PHONE: 432.264.5063  
E-MAIL: lhughes@howardcollege.edu |
| Michelle Durán, M.Ed. (2015)  
Director, Distance Learning and Instructional Technology  
Texas A&M University-Kingsville  
700 University Boulevard MSC197  
Box 2060  
Kingsville, Texas 78363  
PHONE: 361.593.5501  
E-MAIL: michelle.duran@tamuk.edu |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Elmore, Ph.D. (2014)</td>
<td>Professor</td>
<td>San Antonio College</td>
<td>1300 San Pedro Avenue&lt;br&gt;San Antonio, Texas 78212-4299</td>
<td>210.486.0667</td>
<td><a href="mailto:delmore6@alamo.edu">delmore6@alamo.edu</a></td>
</tr>
<tr>
<td>Michael Gargano, Ed.D. (2016)*</td>
<td>Vice President for Academics, Faculty, and Student Affairs and Dean ad interim for the School of Health Professions</td>
<td>The University of Texas Health Science Center at San Antonio</td>
<td>7703 Floyd Curl Drive, MSC 7720&lt;br&gt;San Antonio, Texas 78229</td>
<td>210.567.2004</td>
<td><a href="mailto:gargano@uthscsa.edu">gargano@uthscsa.edu</a></td>
</tr>
<tr>
<td>Catherine Howard (2016)*</td>
<td>Dean of Academics/Director of Distance Education</td>
<td>Texarkana College</td>
<td>STEM Division Office&lt;br&gt;2500 North Robison Road&lt;br&gt;Texarkana, Texas 75599</td>
<td>903.823.3285</td>
<td><a href="mailto:catherine.howard@texarkanacollege.edu">catherine.howard@texarkanacollege.edu</a></td>
</tr>
<tr>
<td>Mr. Todd Leach (2016)*</td>
<td>Associate Vice President and Deputy Chief Information Officer</td>
<td>The University of Texas Medical Branch at Galveston</td>
<td>301 University Boulevard&lt;br&gt;Galveston, Texas 77555</td>
<td>409.772.3811</td>
<td><a href="mailto:ttleach@utmb.edu">ttleach@utmb.edu</a></td>
</tr>
<tr>
<td>Jacob “Jake” McBee, M.S.Ed. (2015)</td>
<td>Director of E-Learning</td>
<td>Grayson College</td>
<td>6101 Grayson Drive Box 2060&lt;br&gt;Denison, Texas 75020-8299</td>
<td>903.463.8648</td>
<td><a href="mailto:mcbeej@grayson.edu">mcbeej@grayson.edu</a></td>
</tr>
<tr>
<td>Pamela Morgan, Ph.D. (2016)*</td>
<td>Director of the Center for Continuing, Professional, and Distance Education</td>
<td>Midwestern State University</td>
<td>3410 Taft Blvd.&lt;br&gt;Wichita Falls, Texas 76308</td>
<td>940.397.4785</td>
<td><a href="mailto:pamela.morgan@mwsu.edu">pamela.morgan@mwsu.edu</a></td>
</tr>
<tr>
<td>Patrick Joseph Pluscht (2014)</td>
<td>Associate Provost for Learning Enhancement</td>
<td>University of North Texas</td>
<td>1155 Union Circle #310889&lt;br&gt;Denton, Texas 76203-5017</td>
<td>940.565.4936</td>
<td><a href="mailto:patrick.pluscht@unt.edu">patrick.pluscht@unt.edu</a></td>
</tr>
<tr>
<td>Sunay Palsole, Ph.Dc. (2015)</td>
<td>Assistant Vice Provost for Online Learning</td>
<td>The University of Texas at San Antonio</td>
<td>One UTSA Circle&lt;br&gt;PP 2.410&lt;br&gt;San Antonio, Texas 78249</td>
<td>210.458.5868</td>
<td><a href="mailto:sunay.palsole@utsa.edu">sunay.palsole@utsa.edu</a></td>
</tr>
<tr>
<td>Sheri Pappas (2014)</td>
<td>Coordinator of Distance Education Initiatives</td>
<td>The Texas A&amp;M University System</td>
<td>200 Technology Way, AMSB 2043&lt;br&gt;College Station, Texas 77845-3424</td>
<td>979.458.7401</td>
<td><a href="mailto:sheri.pappas@tamus.edu">sheri.pappas@tamus.edu</a></td>
</tr>
<tr>
<td>Ms. Patsy Lemaster (2016)*</td>
<td>Associate Vice President of Teaching and Learning</td>
<td>Amarillo College</td>
<td>P.O. Box 447&lt;br&gt;Amarillo, Texas 79178</td>
<td>806.371.5254</td>
<td><a href="mailto:pclemaster@actx.edu">pclemaster@actx.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamela Morgan, Ph.D. (2016)*</td>
<td>Director of the Center for Continuing, Professional, and Distance Education</td>
<td>Midwestern State University</td>
<td>3410 Taft Blvd.&lt;br&gt;Wichita Falls, Texas 76308</td>
<td>940.397.4785</td>
<td><a href="mailto:pamela.morgan@mwsu.edu">pamela.morgan@mwsu.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Institution</td>
<td>Address</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>William “Bill” Robertson, Ph.D. (2016)*</td>
<td>Associate Provost for Academic Technologies</td>
<td>The University of Texas at El Paso</td>
<td>500 West University Avenue, UGLC, Room 312, El Paso, Texas 79968</td>
<td>915.747.8459</td>
<td><a href="mailto:roberston@utep.edu">roberston@utep.edu</a></td>
</tr>
<tr>
<td>Gerardo (Jerry) Sifuentes (2014)</td>
<td>Director, Center for Distance Learning</td>
<td>Laredo Community College</td>
<td>Fort McIntosh Campus, Lewis Energy Academic Center-Room 300, West End Washington Street, Laredo, Texas 78040</td>
<td>956.721.5211</td>
<td><a href="mailto:gsifuentes@laredo.edu">gsifuentes@laredo.edu</a></td>
</tr>
<tr>
<td>Samuel H. “Pete” Smith, Ph.D. (2015)</td>
<td>Vice Provost for Digital Teaching and Learning</td>
<td>The University of Texas at Arlington</td>
<td>Nedderman Hall 300, PO Box 19027, Arlington, Texas 76019-0027</td>
<td>817.272.5727</td>
<td><a href="mailto:psmith@uta.edu">psmith@uta.edu</a></td>
</tr>
<tr>
<td>Daniel L. Spencer, Ed.D. (2014)</td>
<td>Associate Vice President</td>
<td>Temple College</td>
<td>2600 South First Street, Temple, Texas 76504-7435</td>
<td>254.298.8619</td>
<td><a href="mailto:daniel.spencer@templejc.edu">daniel.spencer@templejc.edu</a></td>
</tr>
<tr>
<td>Sribhagyam (Bhagya) Srinivasan, Ed.D. (2014)</td>
<td>Director, Center of Instructional Design and Distance Learning</td>
<td>Lamar State College-Orange</td>
<td>Academic Center, Room 145, 410 Front Street, Orange, Texas 77630</td>
<td>409.882.3958</td>
<td><a href="mailto:sribhagyam.srinivasan@lsco.edu">sribhagyam.srinivasan@lsco.edu</a></td>
</tr>
<tr>
<td>STUDENT REPRESENTATIVE</td>
<td></td>
<td>Bradley Beth (2014)</td>
<td>The University of Texas at Austin</td>
<td>512.633.8947</td>
<td><a href="mailto:bradleybeth@utexas.edu">bradleybeth@utexas.edu</a></td>
</tr>
<tr>
<td>THECB STAFF MEMBERS</td>
<td></td>
<td>Andrew Lofters, Ph.D.</td>
<td>Program Director, Workforce, Academic Affairs and Research Division</td>
<td>Texas Higher Education Coordinating Board</td>
<td>1200 East Anderson Lane, Austin, Texas 78752</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elizabeth Steele</td>
<td>Program Director, Workforce, Academic Affairs and Research Division</td>
<td>Texas Higher Education Coordinating Board</td>
<td>1200 East Anderson Lane, Austin, Texas 78752</td>
</tr>
</tbody>
</table>
APPENDIX E
October 1, 2013

Dr. Belle Wheelan  
President  
Southern Association of Colleges and Schools 
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033  

Dear Dr. Wheelan:

Lamar State College-Orange has completed its annual review of our program growth in accordance with our campus Substantive Change Policy and the SACSCOC policy on Substantive Change. As a result of that review, the college requests permission to expand our distance learning offerings so that students may complete certificate and associate degree programs online. This letter of notification will be followed by a prospectus that will delineate the request in detail. The college plans to implement this change in the Fall Semester 2014.

Lamar State College-Orange is proposing to offer the following programs 100% online: 
- Business Management Associate of Applied Science Degree;  
- Business Associate of Science Degree;  
- Business Management Accounting Certificate of Completion;  
- Entrepreneurship Certificate of Completion;  
- Customer Service Institutional Award;  
- Medical Office Receptionist Institutional Award; and  
- Web Design/Multimedia Institutional Award  
*(Institutional Awards are maximum of 15 semester credit hours)*

Lamar State College-Orange is not beginning any new programs. Rather, this evolution is from existing programs that already offer over 50% of the coursework online.

In an effort to assure the quality of our distance learning offerings, Lamar State College-Orange has adopted Quality Matters™, a nationally recognized, faculty-centered, collegial review process, as a rubric to address quality issues in online courses. The rubric used in the review process is based on national standards of best practice, the research literature, and certain instructional design principles. The review process is designed to be faculty-driven, flexible, and collaborative (Quality Matters™, 2010).

We look forward to submitting our Prospectus in the near future and well within the time requirement. Lamar State College-Orange will submit the proposals to the Texas State University System Board of Regents for approval at its November quarterly board meeting. If there is any additional information that might be instructive, please let us know. Thank you for your consideration of our request.

*Lamar State College-Orange*  
410 Front Street  Orange, Texas  Phone: 409/883-7750  Fax: 409/882-3374
Sincerely,

[Signature]

Dr. Joseph M. Kirkland
Vice President for Academic Affairs
SACSCOC Liaison
Lamar State College-Orange
410 Front Street
Orange, TX 77630
(409) 882-3926

cc: Dr. J. Michael Shahan, President, LSC-O
    Dr. Mark V. Smith, Vice President, SACSCOC

Attachment
DEGREES, CERTIFICATES, AND INSTITUTIONAL AWARDS

ASSOCIATE OF APPLIED SCIENCE DEGREES
Business Management (60 hours)

ASSOCIATE OF SCIENCE DEGREES
Business (60/62 hours)

CERTIFICATES OF COMPLETION
Business Management Accounting (30 hours)
Entrepreneurship (33 hours)

INSTITUTIONAL AWARDS
Customer Service (12 hours)
Medical Office Receptionist (12 hours)
Web Design/Multimedia (12 hours)
January 22, 2014

Dr. Joseph M. Kirkland  
Vice President for  
Academic Affairs  
Lamar State College - Orange  
410 Front Street  
Orange, TX 77630

Dear Dr. Kirkland:

Thank you for your letter, dated October 1, 2013, regarding Lamar State College – Orange’s intent to offer 100% of the following approved programs via online delivery, effective fall 2014:

- A.A.S. in Business Management (60 credit hours)
- A.S. in Business (60/62 credit hours)
- Certificate of Completion in Business Management Accounting (30 credit hours)
- Certificate of Completion in Entrepreneurship (33 credit hours)
- Institutional Award in Customer Service (12 credit hours)
- Institutional Award in Medical Office Receptionist (12 credit hours)
- Institutional Award in Web Design / Multimedia (12 credit hours)

The letter of notification states that a prospectus will be submitted that will “delineate this request in detail.” Lamar State College – Orange is currently approved for distance learning delivery. Therefore, a prospectus requesting approval to offer approved programs via online delivery is unnecessary.

The Commission accepts notification and will add this information to the institution’s files.

Please note that, effective January 1, 2013, once an institution is approved to offer electronically 50% or more of the credits in a program, no notification is necessary when any percentage of additional approved programs is offered online.

The institution is also reminded that offering 50% or more of a program for the first time requires submission of a prospectus six (6) months prior to implementation.

The institution is reminded of the following from the Distance and Correspondence Education Policy: At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

Best regards,

Belle S. Wheelan, Ph.D.  
President  
BSW/IG:efk

cc:  Dr. J. Michael Shahan, President  
     Dr. Mark V. Smith
TEXAS HIGHER EDUCATION
COORDINATING BOARD
Workforce, Academic Affairs and Research
P.O. Box 12788 Austin, Texas 78711 • 1200 East Anderson Lane 78752

January 16, 2014

Joseph M. Kirkland, Ph.D.
Vice President for Academic Affairs
Lamar State College-Orange
410 Front Street
Orange, Texas 77630

Dear Dr. Kirkland:

I acknowledge the notification from Lamar State College-Orange of its intention to offer the following programs through 100 percent online delivery:

- Applied Associate of Science degree in Business Management (52.0201.00);
- Associate of Science degree in Business (52.0101.00);
- Level 1 Certificate in Business Management Accounting (52.0201.00);
- Level 1 Certificate in Entrepreneurship (52.0201.00).

Approval is given with the understanding that the institution certifies compliance with the criteria in the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically. Both of these standards can be accessed online at www.theccb.state.tx.us.

Sincerely,

Rex C. Peebles

Enclosure

c: Michael Shahan

WAAR/abl/18483
APPENDIX G
## FORM A

### BUDGET DEVELOPMENT WORKSHEET

**FISCAL YEAR = 2014**

**AS OF March 26, 2013**

<table>
<thead>
<tr>
<th>Index Number:</th>
<th>D12215</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index Description:</td>
<td>Distance Education</td>
</tr>
<tr>
<td>Responsible Person:</td>
<td>Dean of Instruction, Fin Mgr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pool Account Numbers</th>
<th>Pool Description</th>
<th>Current Original Budget</th>
<th>Current Revised Budget</th>
<th>Current Year-to-Date Actual Plus Encumbrances</th>
<th>Next Yr. Base Budget</th>
<th>Proposed Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>61701</td>
<td>Faculty Salaries-Contract</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61702</td>
<td>Faculty Salaries-Adjunct</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61703</td>
<td>Faculty Salaries-Summer</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61704</td>
<td>Faculty Salaries-Overload</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61723</td>
<td>Faculty Salaries-Summer Over</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61713</td>
<td>Salaries and Wages - Hourly</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61714</td>
<td>Student Employees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61717</td>
<td>Federal Work Study Employee</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61718</td>
<td>State Work Study Employees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61720</td>
<td>Achievement Bonus</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total Labor** | - | - | - | - | - | - | - |

| 71700                | Travel | 3,000 | 1,700 | 736 | 2,075 | 4,000 | - |
| 72700                | Maintenance & Operations | 4,100 | 5,025 | 5,025 | 5,025 | 5,500 | 36,850 |
| 73700                | Other Services | - | - | - | - | - | - |
| 74700                | Rental & Lease | - | - | - | - | - | - |
| 75700                | Repairs & Maintenance | - | - | - | - | - | - |
| 76700                | Telecommunications | - | - | - | - | - | - |
| 77700                | Utilities | - | - | - | - | - | - |
| 78700                | Financial Aid | - | - | - | - | - | - |
| 79100                | Interdepartmental Chargeback | 750 | 750 | 3 | 750 | 750 | - |
| 79210                | Capital Outlay | - | - | - | - | - | - |
| 79280                | Library Capital | - | - | - | - | - | - |

**Total Non-Labor** | 7,850 | 7,475 | 5,764 | 7,850 | 47,600 | |

**Index Total** | 7,850 | 7,475 | 5,764 | 7,850 | 47,600 | |

- **Financial Manager:** __________________________
- **Approved By:** __________________________
- **Date:** ______________
- **Date:** ______________

- **Notes:**
  - The center will require more funds for attending Professional Development conferences
  - Pooled
  - Increased to $8425
  - New position not given
  - $1850 for Quality Matters + $35000 for new "Trainer" position

- **This reflects the Annual Plan to restructure Distance Education administration into its own entity called Center for Instructional Development and Distance Learning (CIDDL). The center would be led by a Director who would report to DOI.**

- **Subscriptions for Professional Development Publications**
  - Changed to $500
  - Increased to $1650
APPENDIX H
Lamar State College-Orange
Distance Education
Course Development and Delivery Instruction Manual

Section 2
DEVELOPING A DISTANCE EDUCATION COURSE
Distance Education Help Desk Information

Server URL ................................................................. https://lsco.desire2learn.com/

Instructional Designer .................................................. Dr. Sribhagyam Srinivasan
(409) 882-3958
sribhagyam.srinivasan@lsco.edu

Desire2Learn Help Desk E-mail ........................................... Helpdesk@desire2learn.com

LSC-O Help Desk Phone Number ........................................ (409) 882-3968

Mentors

LSC-O (Campus-wide)
Roseanne Jungen ..... (409) 882 3070 .................. roseanne.jungen@lsco.edu

Business & Technology
Jim Ellis ................. (409) 882-3034 ............... jim.ellis@lsco.edu

Liberal Arts & Science
Gwen Whitehead ...... (409) 882-3928 ............... Gwen.Whitehead@lsco.edu
Matt McClure .......... (409) 882-3304 ............... matt.mcclure@lsco.edu

Allied Health
Janet Meloncon ....... (409) 882-3037 ............... Janet.meloncon@lsco.edu
Melody Antoon ........ (409) 882-3092 ............... melody.antoon@lsco.edu
Technical Skills Checklist for Faculty and Students

Computer Operations/Concepts:

1. Can you start up, restart, and shut down a computer?
2. Can you open, close, minimize, and move windows on your computer's desktop?
3. Can you open and close menus on your computer's desktop?
4. Do you know how to create folders and navigate a directory to locate files?
5. Can you save and retrieve files from storage devices such as a hard drive or an external drive?

Word Processing Skills:

6. Can you create, save, delete, and print a word processing document?
7. Do you know how to cut, copy, and paste text in a document?
8. Can you change text formatting such as font style and size, paragraph alignment, etc.?
9. Do you know how to use the spell-check feature of your word processing program?
10. Can you rename, copy, or save a document?

Internet/World Wide Web:

11. Can you distinguish between a website URL and an e-mail address?
12. Given a URL, can you access the Internet and go to that website?
13. Do you know how to use the “Bookmark” or “Favorites” feature of your browser?
14. Are you familiar with using Internet search engines such as Google, Yahoo, and Bing?

E-mail Basics:

15. Do you know how to send, receive, forward, and reply to e-mail messages?
16. Do you know how to attach a file to an e-mail message, and open an incoming e-mail attachment?
### Lamar State College-Orange

#### Time-line and Checklist to teach Spring Online course

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>New course - Regular/E-pack/Hybrid</th>
<th>Old course - Regular/E-pack/Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Submit Proposal for new course to be taught during the coming Spring semester in Fall. Proposal to be submitted to Division Director.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>August 30th</strong></td>
<td>Get approval from Division Director, Instructional Designer and the Dean</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>September – 2nd Thursday</strong></td>
<td>Get approval from Distance Ed Committee</td>
<td></td>
</tr>
<tr>
<td><strong>September- November</strong></td>
<td>Attend Desire2Learn training sessions (mandatory for new online instructors)</td>
<td></td>
</tr>
<tr>
<td><strong>September- November</strong></td>
<td>Develop new course in a current shell in the LMS and pilot it with students in the class</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>November 30th</strong></td>
<td>Inform Division Director, Instructional Designer, Dean when the course is ready</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>December – 2nd Thursday</strong></td>
<td>Distance Education Committee will go over the course in the LMS as a virtual Show and Tell.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>December – 15</strong></td>
<td>Committee decision to approve, disapprove, and/ suggest changes is made. Get Final Approval from the Distance education committee</td>
<td>Make necessary changes</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>Teach Spring course</td>
<td></td>
</tr>
</tbody>
</table>
Lamar State College-Orange

### Time-line and Checklist to teach Summer/Fall Online course

<table>
<thead>
<tr>
<th></th>
<th><strong>Fully Online course, Hybrid and E-pack course</strong></th>
<th><strong>Old course - Regular/E-pack/Hybrid</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deadlines</strong></td>
<td><strong>New course - Regular/E-pack/Hybrid</strong></td>
<td><strong>Old course - Regular/E-pack/Hybrid</strong></td>
</tr>
<tr>
<td>January</td>
<td>Submit Proposal for new course to be taught during the coming Summer/Fall Semester in Spring. Proposal to be submitted to Division Director.</td>
<td>N/A</td>
</tr>
<tr>
<td>January 30th</td>
<td>Get approval from Division Director, Instructional Designer, Distance Ed Committee and the Dean</td>
<td>N/A</td>
</tr>
<tr>
<td>February – 2nd Thursday</td>
<td>Get approval from Distance Ed Committee</td>
<td></td>
</tr>
<tr>
<td>February - April</td>
<td>Attend Desire2Learn training sessions (mandatory for new online instructors)</td>
<td></td>
</tr>
<tr>
<td>February - April</td>
<td>Develop new course in a current shell in the LMS and pilot it with students in the class</td>
<td>N/A</td>
</tr>
<tr>
<td>April 30th</td>
<td>Inform Division Director, Instructional Designer, Dean when the course is ready</td>
<td>N/A</td>
</tr>
<tr>
<td>May – 2nd Thursday</td>
<td>Distance Education Committee will go over the course in the LMS as a virtual Show and Tell.</td>
<td>N/A</td>
</tr>
<tr>
<td>May - 15</td>
<td>Committee decision to approve, disapprove, suggest changes is made. Get Final Approval from the Distance education committee</td>
<td>Make necessary changes</td>
</tr>
<tr>
<td>June-August</td>
<td>Teach Summer/Fall course</td>
<td></td>
</tr>
</tbody>
</table>
Lamar State College - Orange

Course Proposal Form

(The shaded rectangular area is the text box for inserting text. It will expand as more text is inserted.)

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td>Course Name:</td>
</tr>
<tr>
<td>Last Name:</td>
<td>Course Number:</td>
</tr>
<tr>
<td>Email Address:</td>
<td>To be offered in</td>
</tr>
<tr>
<td>Names of Co-Developers :</td>
<td>Is this course in the LSCO inventory:</td>
</tr>
<tr>
<td></td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>Comments (If any):</td>
</tr>
</tbody>
</table>

The following information is designed to help you visualize your course for online delivery.
Section I: Needs Assessment

A: Overall Course Description and Goal: A brief description of what the course is all about and its goal:

B: Course Pre-requisites (If any):

C: Please specify how this course will be delivered:

☐ 100% Web-based (online only)

☐ Hybrid (online + meet in physical classroom)

D: What are the student learning outcomes of this course and how do you plan to measure its success? These will be the student learning outcomes as taken from the Syllabus. How will students be assessed (e.g. performance on Quiz, written paper, ability to discuss the topic etc.)?
Section II: Current Materials

A: Course Materials Inventory Checklist

Which of the following course materials do you propose to use for the online course?

☐ Syllabus         ☐ PowerPoint Presentations         ☐ Charts
Textbooks (List them) ☐ Overheads & Overlays         ☐ Whiteboard

☐ Textbook Exercises ☐ Vocabulary Exercises         ☐ Audio files, tapes, CDs

☐ Lecture Notes      ☐ Flash Cards                      ☐ Photographs

☐ Case studies       ☐ Math problems                     ☐ Slides (photos)

☐ Handouts          ☐ Maps                                 ☐ Video files, clips or films

☐ Study guides       ☐ Graphs                              ☐ Learning Aids (3D –globes, skeletons)

☐ Word processing documents ☐ Spreadsheet documents ☐ Database documents

☐ Quiz questions     ☐ Worksheets                           ☐ Drawing materials

☐ Online references  ☐ Specialized computer software Other:
B: Teaching & Assessment Methods Checklist

Which of the following teaching and assessment methods do you propose to use for the online course?

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussions</td>
<td>Open Book Test</td>
</tr>
<tr>
<td>Debate</td>
<td>Peer Assessment</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Practice Tests</td>
</tr>
<tr>
<td>Group Work</td>
<td>Pre-Assessment Testing</td>
</tr>
<tr>
<td>Laboratory</td>
<td>Problem analysis, diagnosis &amp; solving</td>
</tr>
<tr>
<td>Lecture</td>
<td>Written Assignments (long and short)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Graded Discussions</td>
</tr>
<tr>
<td>Performance of Skill or Technique</td>
<td>Self-test</td>
</tr>
<tr>
<td>Online Collaboration</td>
<td>Proctored Tests</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>
Section III: Communication

A: Which of the communication tools listed below do you plan to use and why? Explain briefly the techniques that you think you could incorporate in these tools, to make them effective. (The Distance Education Committee requires the use of Discussion Board and Email)

Discussion Board (Required):

Email (Required):

Chat:

Skype or any other messenger service:
Section IV: Training

**A: On a scale of 1 to 5 (1 being least familiar and 5 being very familiar) how would you rate your familiarity with the following:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn I: Introduction to Desire2Learn - Basics</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn II: Using the Content Tool</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn III: Using the Discussion Tool</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn IV: Using other Communication Tools</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn V: Using the Assignment Tool</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn VI: Using the Quiz Tool</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn VII: Using the Grade Book Tool</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Desire2Learn VIII: Using other Tools</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Internet browsing</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SoftChalk</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Library resources</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
### B: What training/trainings have you undergone for teaching online? Check all that are applicable:

<table>
<thead>
<tr>
<th>Training</th>
<th>Other (Specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn I: Introduction to Desire2Learn</td>
<td></td>
</tr>
<tr>
<td>- Basics</td>
<td></td>
</tr>
<tr>
<td>Webinars attended (specify)</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn II: Using the Content Tool</td>
<td></td>
</tr>
<tr>
<td>Internet browsing</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn III: Using the Discussion Tool</td>
<td></td>
</tr>
<tr>
<td>Microsoft Word</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn IV: Using other Communication</td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn V: Using the Assignment Tool</td>
<td></td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn VI: Using the Quiz Tool</td>
<td></td>
</tr>
<tr>
<td>SoftChalk</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn VII: Using the Grade Book Tool</td>
<td>Library resources</td>
</tr>
<tr>
<td>Other (Specify):</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn VIII: Using other Tools</td>
<td></td>
</tr>
</tbody>
</table>

### C: Which of the following trainings would you like to attend? Check all that are applicable. If there are any other training sessions that you would like, please mention them.

<table>
<thead>
<tr>
<th>Training</th>
<th>Other (Specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn I: Introduction to Desire2Learn</td>
<td></td>
</tr>
<tr>
<td>- Basics</td>
<td></td>
</tr>
<tr>
<td>Webinars attended (specify)</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn II: Using the Content Tool</td>
<td></td>
</tr>
<tr>
<td>Internet browsing</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn III: Using the Discussion Tool</td>
<td></td>
</tr>
<tr>
<td>Microsoft Word</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn IV: Using other Communication</td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn V: Using the Assignment Tool</td>
<td></td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn VI: Using the Quiz Tool</td>
<td></td>
</tr>
<tr>
<td>SoftChalk</td>
<td></td>
</tr>
<tr>
<td>Desire2Learn VII: Using the Grade Book Tool</td>
<td>Library resources</td>
</tr>
</tbody>
</table>
Online Course Development Standards

The distance education course standards assist instructors in the creation of their online courses. Each section of the online course is broken down by section, and then by tool, with a brief explanation of what the tool is or what the tool could possibly be used for. An explanation of what the committee reviews and what is checked at mid-semester has been included.

Content Tools

**Syllabus – Required**

- The committee will check for a current syllabus

**Content Module Tool – Required**

- The Content Module is THE primary tool for presenting course material
- Enables the instructor to organize his/her material to help direct student progress
- Can accommodate the visual, auditory, and kinesthetic learners

- The committee:
  - Checks for proper format
  - Checks for course flow, such as timelines, sections, or modules
  - Checks for lecture notes
    - Example 1: If you point to a map in class and discuss a geographical location, you should attempt to have a graphic of the map with an arrow pointing to the location along with a typed explanation
    - Example 2: If you lead a classroom discussion, the discussion board can be used to simulate the discussion with a wrap-up of the discussion posted in the content module
    - Example 3: If you show a video in class, search for an online video and embed it in content topic under the content module, following copyright rules
Assessment Tools Required They can either be in the LMS or in the textbook publishers’ portals.

Assignment Tool
- An easy way for students to turn in their work and an easy way for instructors to grade their work and provide audio or video feedback.
- Helps to promote student organization
- Creates an automatic grade book column

➢ The committee will review/check for assignments based upon the instructor’s proposal
➢ At mid-semester the assignments will be checked for the completion of grading assignments

Quiz Tool
- Can include multiple choice, matching, short answer, true/false, and paragraph
- Can be timed
- Can be set up for questions to be randomized to help prevent cheating
- All multiple choice, matching, and true/false questions can be set to be automatically graded by the LMS

➢ The committee will check/review for quizzes based upon the instructor’s proposal.

Communication Tools

Welcome – Required
➢ The committee will check for a welcome page and Instructor’s biography
➢ The Mid-Year review will check for students’ introductions

Discussion Board Tool – Required
- Addresses the active learner
- Promotes communication between students in the class and between the students and the instructor
• Helps to keep students involved in course activities and materials which in turn helps to prevent students from falling behind in course work

  ➢ The committee will look for evidence of assigned discussion topics
  ➢ The Mid-Year review will check for instructor involvement

Email Tool – *Required*

• Allows students to address any questions or concerns privately with the instructor
• Prevents the student from panicking due to feelings of isolation, homework questions, or computer problems
• According to Distance Education Policies, mail must be answered within 24 hours. If due to circumstances it is at times not possible, it should be communicated to students beforehand

  ➢ The mid-year review will check for instructor promptness in answering emails from students

Chat Tool – *Encouraged*

• Can be used during office hours as a means for distance education students to communicate with the instructor
• A means for instructors to create times for reviews or discussions

Calendar Tool – *Required*

• Allows students to organize and plan

  ➢ The committee looks for the following calendar entries:
    o Important campus dates (i.e. drop dates, campus closing, graduation dates)
    o Assignment due dates
    o Quiz dates
    o Chat dates and times

  ➢ The mid-year review will check to determine if the calendar is being updated on a regular basis.

News Tool – *Encouraged*

• Allows students to organize and plan
➢ The mid-year review will check to determine if the News section is being updated on a regular basis.
Lamar State College-Orange

Mid-Semester Evaluation of Distance Education Courses

Instructor:

Course: Semester:

Communications:

☐ Is the Discussion board being utilized?

☐ Is the calendar being utilized?

☐ Does the instructor keep current with his/her reading of Discussion board postings?

☐ Does the instructor reply to student postings on the Discussion board, especially when questions arise?

☐ Does the instructor answer e-mails within a reasonable amount of time?

☐ Is the chat room being utilized?

Assignments and Quizzes

☐ Is the Assignment section being utilized either in the LMS or in the publisher’s website?

☐ Are due dates up-to-date for the current semester?

☐ Are assignments being graded on time or are the grades transferred from publisher’s website to the LMS on time?
Is feedback being given on assignments either individually or generally to the whole class, if done through LMS?

Is the Quiz section being utilized either in the LMS or publisher’s website?

Are quizzes being graded on time?

Comments:

Site examined by:

_______________________________________________________

Date:

_______________________________________________________
Lamar State College – Orange

Name of Department
Name of Division
Semester

SYLLABUS for the Online Name of Course – Course Number

Instructor:
Office Phone:
Home Phone: (optional)
E-Mail Address:
Online Office Hours:
Regular Office Hours:

Virtual class hours (If anyone wants it. This would be used if you are using Chat tool)

Course Description:

Catalog: (Use the description in the LSC-O Catalog)

General: (Give a brief overview of the course.)

Credit Transfer:

Students must check in advance with the particular college to which they plan to transfer credit. (If an academic course, note that state rules require that the course be transferable to any state institution.

Prerequisites:

• Self-motivated and independent learner
• Strong reading and writing skills
• Time commitment & management: log-in frequently and study regularly
• Basic computer literacy (ability to use the learning management system – Desire2learn; use email with attachments; create and submit files in Microsoft Word; copy and paste; etc.)

**Required Textbook:**

**Supplementary Materials:** (indicate if required.)

**Student Learning Outcomes:** (Must include THECB objectives if it is a core curriculum course. Must include SCANS competencies, if it is a WECM course.)

The following objective must be added to your list of learning outcomes:

Upon completion of the course the student will be able to:

- Demonstrate critical thinking skills as evidenced by the ability to analyze facts, synthesize factual information, and evaluate opinions in light of the facts presented throughout this course.

**Course Outline:**

**Critical Thinking**

Critical thinking is a process involving higher order thinking skills. These skills include, but are not limited to, application, analysis, synthesis, and evaluation of factual information. Lamar State College – Orange Advances Critical Thinking Skills (LSC-O ACTS) through assignments of varying natures within the course that are designed to challenge and improve the student’s critical thinking processes.

*Example:* (Insert your course example(s) here)

In this course, MLAB 1415, Hematology, students will be given case studies containing facts regarding patient history, cell count information, and other diagnostic information so as to determine the patient’s disease process or state. Students will be challenged with at least one essay per exam that will demonstrate the student’s mastery of analysis, synthesis, and evaluation of a particular question.

A well cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively;
• Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
• Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
• Communicates effectively with others in figuring out solutions to complex problems.

Dillon Beach: The Foundation for Critical Thinking.

**Evaluation Method:** (Include value for each text, quiz, work assignment, or paper.) Identify the final grading scale.

For example: 100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
Below 60 = F

**Policy on a Grade Incomplete:**

The grade of “I” may be given when any requirement of the course, including the final examination, is not completed with instructor approval. Arrangements to complete deficiencies in a course must be made with the instructor. Incomplete work must be finished during the next long semester; if not, the Admissions and Records Office must change an “I” grade to the grade of “F.” The course must then be repeated, if credit is desired. An “I” grade also automatically becomes an “F” if the student registers for the course before removing the deficiencies and receiving a grade change. The instructor may record the grade of “F” for a student who is absent from the final examination and/or is not passing the course.

**Procedure for Review of Test Grades:**

*(Example: If the student has an issue about his/her grade, the instructor must be contacted no later than three (3) days after receiving the grade.)*

**Exam Schedule:**
Exam Policy:

(Include information on proctored exams and information on testing center, if required)

Make-up Policy:

(Include examinations – class work.)

Classroom Policies:

Since face-to-face meetings in the classroom are replaced by online meetings through any or all of the following methods: discussion boards, emails, chat, and whiteboard, students are expected to follow the rules of netiquette in these forums. (Netiquette rules are available at http://www.lsco.edu/distanceed/netiquette.pdf)

Communication Policy:

The most common form of personal communication will be the Desire2Learn email system. Emails will be replied within 1-3 days. If more time is needed due to known circumstances such as being out of town for school-related work, you will be notified about it.

Attendance:

Your weekly active participation in the discussion board will be considered in lieu of attendance. You are expected to post a minimum of one (or what you think is appropriate here) original message, and a reply to one (or what you think is appropriate here) posted message.

For a more detailed attendance policy go to http://www.lsco.edu/Students/StudentHandbook/Students_Handbook_page9_16.htm#class

Withdrawals and Drops:

(List the drop dates and procedures.)

Never attending or ceasing to attend classes DOES NOT constitute a withdrawal or drop. You remain registered until you file a Drop/Withdrawal Form at the Registrar's Office by the appropriate deadlines. Failure to act in a timely manner will result in an "F" grade for the course. It is the student's responsibility to turn in all Drop/Withdrawal Forms and follow up to ensure that they were processed as desired.
**Instructor-Initiated Drop:**

(Instructors need to list reasons why they would drop a student. Example: absences, disruptive behavior, dishonesty, violating uniform policy, etc.)

**Academic Honesty:**

LSCO will not tolerate cheating or plagiarism. Plagiarism is defined as “taking and using as one's own the writings or ideas of another.”

Any student caught cheating or plagiarizing, or aiding another student in cheating or plagiarizing on a quiz, test, individual assignment, or examination (states the repercussion here).

Students subject to penalty due to academic dishonesty have the right to appeal to the department chair and eventually to the dean and/or academic vice president before imposition of the penalty.

**Student with Disabilities:**

A request for special accommodations must be made through the ADA Counselor and the appropriate form submitted to the instructor two weeks in advance of need.

Any student with a verifiable learning or physical disability who requires special accommodations is encouraged to speak to the instructor in private regarding his/her special accommodations need.

**Children in the Classroom:**

The LSCO Student Handbook specifies that no children under the age of 15 are allowed in the classroom or the hallways.

**Syllabus Content:**

The instructor reserves the right to make changes to this syllabus, if deemed necessary. All changes will be provided to the students orally or in writing before the implementation of the change.

**Class Schedule:** (With due dates)
Syllabus addendum for proctoring

The final exam for this course will be proctored. It is your responsibility to find and schedule your proctor in a timely fashion to take your exam.

You may choose from the following options:

1) Testing Center at Lamar State College – Orange: Schedule the exam in the Testing Center. Please note that Testing Center has limited seats, so schedule an appointment early.

2) Arranged for your own proctor: If you prefer finding your own proctor, you will need to get in touch with your instructor who will provide the details regarding institution-approved proctors.

3) Use ProctorU for proctoring services: There is a fee of $25 for a 2-hour exam for this service.

Things to consider when using any proctoring services:

1) Schedule your exam a week or two in advance
2) Be prepared to show a current photo ID prior to beginning the exam
3) Use your LSC-O email address
4) There will be no bathroom breaks during the exam
5) If using ProctorU
   - No one is allowed in the room with you
   - You must have speakers & microphone (or headset) and a webcam connected to your computer with good internet connection
   - ProctorU protocols:
     • Create your account in ProctorU web site dedicated to LSC-O at http://www.proctoru.com/lasco/
     • Use your LSC-O email address while creating your account
     • Then schedule your exam.
     • ProctorU requires appointments at least four days in advance
     • Reservations made within four days of your exam are subject to a late fee
     • Choose the specific exam from a drop-down box. You should know your course section number and instructor’s name as well as the exam name. You will receive a confirmation sent to your LSCO email address. If necessary, you may reschedule your exam.
     • Once you have scheduled your exam, use the “Test My WebCam” function in the upper left box to make sure everything is running properly prior to your scheduled exam date. If you have questions, you can contact ProctorU at (205) 870-8122.
Lamar State College – Orange

Name of Department
Name of Division
Semester

SYLLABUS for Hybrid Name of Course – Course Number
(Hybrid classes are a mix of face-to-face and online environments. Students will be expected to attend certain number of classes as required by the instructor)

Instructor:

Office Phone:

Home Phone: (optional)

E-Mail Address:

Online Office Hours:

Regular Office Hours:

Virtual class hours (If anyone wants it. This would be used if you are using Chat tool)

Course Description:

Virtual class hours (If anyone wants it. This would be useful if you are using Chat tool)

Course Description:

Catalog: (Use the description in the LSC-O Catalog)

General: (Give a brief overview of the course.)

Credit Transfer:

Students must check in advance with the particular college to which they plan to transfer credit. (If an academic course, note that state rules require that the course be transferable to any state institution.)
Prerequisites:

• Self-motivated and independent learner
• Strong reading and writing skills
• Time commitment & management: log-in frequently and study regularly
• Basic computer literacy (ability to use the learning management system – Desire2learn; use email with attachments; create and submit files in Microsoft WORD; Copy and paste; etc.)

Required Textbook:

Supplementary Materials: (indicate if required.)

Student Learning Outcomes: (Must include THECB objectives if it is a core curriculum course. Must include SCANS competencies if it is a WECM course.)

The following objective must be added to your list of learning outcomes:

Upon completion of the course the student will be able to:

• Demonstrate critical thinking skills as evidenced by the ability to analyze facts, synthesize factual information, and evaluate opinions in light of the facts presented throughout this course.

Attention Students: The support system for your course is Desire2Learn (D2L). On this site you will be able to access your syllabus and any other documents your instructor wishes for you to access. You can also use the Email system within D2L; although your primary email system remains MyLSCO.

Lamar State College-Orange has moved to this system to provide continuous support and communication should the College be required to close campus for any length of time (hurricane evacuation, health-related emergencies such as an H1N1 outbreak, etc.). The D2L system is located OFF CAMPUS and outside of Texas. Therefore, if and when our system is “down” you can still access this course. To access this course when our site is down, you will go to https://lsco.desire2learn.com. To log in to D2L directly, you should use your MyLSCO username and PIN as the password.

Regular Desire2Learn Access

1. Open the College Homepage - http://www.lsco.edu

2. Sign in to MyLSCO, using your regular LSCO username and password.

3. Go to My Courses from the Academic Services Tab.
4. Click any course link for the Term

5. This will take you to the My Homepage in Desire2Learn.

6. At this point you do not have to log in to Desire2Learn. Logging in to MyLSCO automatically logs you into Desire2Learn

Course Outline:

Critical Thinking

Critical thinking is a process involving higher order thinking skills. These skills include, but are not limited to, application, analysis, synthesis, and evaluation of factual information. Lamar State College – Orange Advances Critical Thinking Skills (LSC-O ACTS) through assignments of varying natures within the course that are designed to challenge and improve the student's critical thinking processes.

Example: (Insert your course example(s) here)

In this course, MLAB 1415, Hematology, students will be given case studies containing facts regarding patient history, cell count information, and other diagnostic information so as to determine the patient’s disease process or state. Students will be challenged with at least one essay per exam that will demonstrate the student’s mastery of analysis, synthesis, and evaluation of a particular question.

A well cultivated critical thinker:\n
- Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively;
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicates effectively with others in figuring out solutions to complex problems.


Evaluation Method:  (Include value for each text, quiz, work assignment, or paper.) Identify the final grading scale.

For example: 100 - 90 = A
89 - 80 = B
79 - 70 = C
69 – 60 = D
Below 60 = F

Policy on a Grade Incomplete:

The grade of “I” may be given when any requirement of the course, including the final examination, is not completed with instructor approval. Arrangements to complete deficiencies in a course must be made with the instructor. Incomplete work must be finished during the next long semester; if not, the Admissions and Records Office must change an “I” grade to the grade of “F.” The course must then be repeated, if credit is desired. An "I" grade also automatically becomes an "F" if the student registers for the course before removing the deficiencies and receiving a grade change. The instructor may record the grade of “F” for a student who is absent from the final examination and/or is not passing the course.

Procedure for Review of Test Grades:

(Example: If the student has an issue about his/her grade, the instructor must be contacted no later than three (3) days after receiving the grade.)

Exam Schedule:

(If not included in the course outline.)

Exam Policy:

(Include information on proctored exams and information on testing center, if required)

Make-up Policy:

(Include examinations – class work.)

Classroom Policies:

Since face-to-face meetings in the classroom are replaced by online meetings through any or all of the following methods: discussion boards, emails, chat, and whiteboard, students are expected to follow the rules of netiquette in these forums. (Netiquette rules are available at http://www.lsco.edu/distanceed/netiquette.pdf )

Communication Policy:
The most common form of personal communication will be the Desire2Learn email system. Emails will be replied within 1-3 days. If more time is needed due to known circumstances

**Attendance:**

(Hybrid classes are a mix of face-to-face and online environments. Students will be expected to attend certain number of classes as required by the instructor)

Your weekly active participation in the discussion board will be considered in lieu of some classroom attendance. You are expected to post a minimum of one *(or what you think is appropriate here)* original message, and a reply to one *(or what you think is appropriate here)* posted message.


**Withdrawals and Drops:**

(List the drop dates and procedures.)

**Never attending or ceasing to attend classes DOES NOT constitute a withdrawal or drop.** You remain registered until you file a Drop/Withdrawal Form at the Registrar's Office by the appropriate deadlines. Failure to act in a timely manner will result in an "F" grade for the course. It is the student's responsibility to turn in all Drop/Withdrawal Forms and follow up to ensure that they were processed as desired.

**Instructor-Initiated Drop:**

(Instructors need to list reasons why they would drop a student. Example: absences, disruptive behavior, dishonesty, violating uniform policy, etc.)

**Academic Honesty:**

LSCO will not tolerate cheating or plagiarism. Plagiarism is defined as "taking and using as one’s own the writings or ideas of another."

Any student caught cheating or plagiarizing, or aiding another student in cheating or plagiarizing on a quiz, test, individual assignment, or examination *(states the repercussion here)*.

Students subject to penalty due to academic dishonesty have the right to appeal to the department chair and eventually to the dean and/or academic vice president before imposition of the penalty.
Student with Disabilities:

A request for special accommodations must be made through the ADA Counselor and the appropriate form submitted to the instructor two weeks in advance of need.

Any student with a verifiable learning or physical disability who requires special accommodations is encouraged to speak to the instructor in private regarding his/her special accommodations need.

Children in the Classroom:

The LSCO Student Handbook specifies that no children under the age of 15 are allowed in the classroom or the hallways.

Syllabus Content:

The instructor reserves the right to make changes to this syllabus, if deemed necessary. All changes will be provided to the students orally or in writing before the implementation of the change.

Class Schedule: (Provide clear and detailed layout of content materials that will be taught in class and those that students will have to work on from outside the classroom. Also provide due dates.)
Lamar State College – Orange

Proctoring Procedures

If exams are set to be proctored, then students may choose to take such proctored exams using one of the following proctors:

1) Testing Center at Lamar State College – Orange: Schedule the exam in the Testing Center. Testing Center has limited seats, so scheduling an appointment early is important.

2) Arrange for own proctor: If a student chooses to have his/her own proctor, he/she will need to get in touch with the instructor who will provide the details regarding institution-approved proctors.

3) Use ProctorU for proctoring services: There is a fee of $25 for a 2-hour exam for this service.

Students who live far from the College or for other reasons are unable to take exams on campus, must decide to either identify a proctor and make appropriate arrangements with their instructors or use ProctorU.

Using Testing Center:

If a student chooses the Testing Center at Lamar State College – Orange, that student is responsible for scheduling the exam in the Testing Center and informing the instructor. Testing Center has limited seats, so scheduling an appointment early is important. Students must present photo identification in order to take the exam.

Arrange for own proctor:

If a student chooses to have own proctor, it is the responsibility of that student to identify an appropriate proctor and confirm arrangements regarding the scheduling and administration of the exam directly with the proctor. It is the student’s responsibility to find an appropriate testing facility to proctor exams and obtain instructor’s approval. Sometimes a Testing Center will charge a fee for test taking, which is the student’s expense.

The main concern for a proctor is to preserve the academic integrity of the examination. No relative, immediate work supervisor or co-worker may be a proctor. The following is a list of acceptable proctors:

- Elementary or secondary school superintendents, principals, teachers or guidance counselors
- Professional employees of accredited post secondary colleges or universities
• Professionals working for the public libraries
• Commissioned officers of the active duty military, National Guard or Reserve Components
• Military Education, College Continuing Education or Distance Learning Staff

Guidelines for Students

1. Identify the exam proctor and confirm his/her willingness to proctor.
2. Complete the student section of the Proctored Exam Request Form provided below.
3. Request your instructor to complete Part 2 of the Form.
4. Request your proctor to complete Part 3 of the Form.
5. Obtain approval from instructor.
6. Pay all applicable proctoring fees, including any mailing fees for the return of the exam.
7. Make copies of the Form, give the original to your instructor and give a copy to the proctor and keep one copy for yourself.
8. Request instructor to contact the proctor and confirm arrangements and time of proctored exam.
9. On the day of the exam, arrive in time at the testing location, to take the exam under the supervision of the proctor. You will need to show a photo ID to the proctor.
10. If an exam requires a "Scantron Answer Form" for answering questions, students should acquire it beforehand and bring it to the exam site or have the instructor mail it to the proctor.
11. Call the proctor in advance of an absence, if you want to cancel the exam.
12. Exams which are not taken as scheduled will be returned to the instructor who will determine if rescheduling is appropriate. To reschedule the exam, a new Proctored Exam Request Form must be completed within 5 business days.

Proctor Responsibilities

1. Complete, sign and date Part 3 of the Proctored Exam Form.
2. Provide a quiet, non-residential, testing environment.
3. Monitor students while testing.
4. Ensure that the student does not use a cell phone, telephone, calculator, camera, or any electronic device as reference material during the exam.
5. Ensure that the student does not access notes, books, or articles during the exam unless the test specifies otherwise.
6. Ensure that the student does not perform prohibited activities during the exam including: tabbed browsing, internet searches, copying exam questions to a local computer, instant messaging, and no use of other electronic reference materials.
7. Ensure that the student does not take more than the allotted time to complete the examination.
8. Report any attempt by the student to circumvent these guidelines to the instructor immediately.
9. Have access to e-mail and Internet. Important messages and/or files will be sent via email or mail.
10. Store the exam in a secure location where it cannot be accessed by other students.
11. Ensure no copies of the exam are made.
12. Secure the exam until mailing.
13. Ship the completed test to the designated address within 24 hours of test completion.
14. If a fee is charged for exam supervision, request payment from the student at the time of testing. LSCO will not pay proctor fees.

**Faculty Responsibilities**

1. Set the dates for tests.
2. Test dates should be listed on the class syllabus received by students at the beginning of the semester.
3. Complete, sign and date the Part 2 of the Proctored Exam Form.
4. Mail/email a list of all exam dates for the semester and a copy of syllabus to the proctor, if required.
5. Mail/email test papers and any other required test materials to the proctor approximately 5 business days before the beginning of exam, with instructions for administering the exam.
6. Verify by phone and/or email that all the test materials have been received by the proctors.
7. Provide proctor with mailing address, if required for shipping the exam papers.
Dear student, please complete Part 1 of the form. Have your instructor fill out Part 2 and your proctor Part 3. After the form is completed, make 2 copies and keep one copy with you, give one to your proctor and the original to your instructor.

Part 1: (To be completed by student)

Student name: ____________________________________________________________

Degree Program: __________________________________________________________

Day Time Phone: __________________________________________________________

Email: __________________________________________________________________

Student mailing address: _________________________________________________

Proctor and Testing Center name: __________________________________________

Exam(s) to be proctored for Course: _________________________________________

Name of the instructor: ___________________________________________________

Exam time window(s): _____________________________________________________

Scheduled date(s) to take the exam: _________________________________________

Student's signature: _____________________________________________________

Date: ___________________________________________________________________
Part 2: (To be completed by the instructor)

Dear instructor, please complete Part 2 of the form. Provide any information that you would like the proctor to have.

Name of the instructor: ___________________________________________________

Day Time Phone: _________________________________________________________

Email: _________________________________________________________________

Fax number: ____________________________________________________________

Instructor mailing address: ______________________________________________

Additional Instructions/Comments: ________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Instructor’s signature: __________________________________________________

Date: __________________________________________________________________
Part 3: (To be completed by proctor/testing center)

Dear proctor, thank you for your willingness to serve as an exam proctor for Lamar State College-Orange. The support of individuals like you is essential to the successful operation of our educational programs. To confirm your willingness to proctor this student’s exam(s) of the above course and to provide us the appropriate contact information, please complete the following required fields:

Proctor’s name and title ____________________________________________________________

Testing center name and address: _________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Telephone number: _____________________________________________________________

Email: ______________________________________________________________________

Fax number: __________________________________________________________________

Signature: ____________________________________________________________________

Proctor mailing address: _________________________________________________________

Date: ________________________________________________________________________
Using ProctorU:

ProctorU is a proctoring service company that ensures the academic integrity of the exam by students to complete their assessment at any location with a web cam, microphone, computer, and reliable internet access.

ProctorU charges $25 for a 2-hour exam. Additional fees exist for longer exams and appointments scheduled less than four days ahead of time. If your instructor allows this option for your course, more details can be found in your course syllabus.

To use ProctorU, students will have to create an account and reserve a timeslot for the exam. A representative from ProctorU will connect with the students’ computers and supervise during the exam.
APPENDIX I
Section 4

DISTANCE EDUCATION INSTRUCTIONAL POLICIES
Distance Education Policies

Introduction

Distance Education at LSC-O is charged with the administration and oversight of the following areas pertaining to online course delivery:

- Academic Programming;
- Faculty;
- Technical Services;
- Student Services;
- Continuing Education/Workforce Development;
- Assessment and Evaluation.

I. Academic Programming

1. Credit courses and activities appropriate for distance education.
   a. Most of the current catalog offerings may be deemed appropriate for online course offerings at LSC-O;
   b. Some credit courses such as science labs, clinical courses, music and dance courses, etc. may not be appropriate for distance delivery. With the advent of emerging technology and increase in the expertise of faculty in the use of such technology, the Distance Education Committee will be open to such courses being offered in the future. The Distance Education Committee will make recommendations as to the appropriateness of delivering an online course using Desire2Learn to the Dean of Instruction for approval.

2. Credit Course Development and Delivery
   a. Distance education offerings must be based on student/community need as it relates to the mission of LSC-O;
   b. Distance education course proposals must be recommended by the Distance Education Committee and approved by the Dean of Instruction before implementation.

---

1 In extenuating circumstances, a course which has already been developed and/or presented may be placed on the schedule without following the standard procedure. Any course so offered will still be subject to all other rules and regulations applying to distance courses.
c. Credit course delivery is required to meet the performance standards and include the components found in the proposal document;

d. Faculty members are not required to develop or teach a distance education course;

e. In addition to full-time faculty, administrators, staff, and part-time faculty are eligible to propose a course/program for development and delivery via a distance education medium;

f. Remuneration for course development will be based on the formula of “course credit hour equivalency.”

g. Remuneration for credit course development and delivery will be based as follows:

1. Those who develop a new online course (fully online or hybrid) that has gone through the proposal process will be given a 3 credit hour incentive pay.

2. Those instructors who teach online (fully online or hybrid) for the first-time, irrespective of who developed the course, will be given a 1 credit hour incentive pay;

3. Subsequent semesters and courses will be paid as regular faculty course load;

4. If a course has been developed by more than one instructor, the 3 credit hour incentive pay will be split between the team of instructors, based on each instructor’s contribution to the course development;

h. Remuneration for using a complete publisher-developed course package and integrating it within the learning management system will be one-half of the course credit-hour equivalency;

i. Distance Education course development pay will not be paid as part of base pay but only as an overload;

j. Payment will be made upon the successful completion of development based upon the required standards.

3. Copyright and Ownership

a. The TSUS Rules and Regulations shall govern all copyright and ownership issues as it relates to the development of distance education materials;

b. Copyright of mediated courseware developed without specific direction or significant support of the college shall remain with the employee. Employees shall receive all royalties that may accrue from the commercialization of electronically published course materials they create on their own initiative with no college support and using no facilities. On the other hand, the college retains all royalties that may accrue from the commercialization of electronically published course materials created by faculty members pursuant to contract or as a work for hire, including electronically published course materials created as a condition of employment. The employee or former employee shall take no action that limits the college’s right to use the instructional materials and shall provide written notice on the courseware itself of the component’s right of use;

c. Copyright of mediated courseware developed at the specific direction or with the significant use of funds, space, equipment, or facilities of a component shall be held by the college and shall not be used without its written consent. Electronically published course materials that are created jointly by employee-authors and others (whose contributions would not be works for hire) shall be
jointly owned by the employee-author and LSC-O. The college shall have the right to modify the courseware and decide who will utilize it in instruction;
d. Ownership of copyright for products developed jointly by the employee and LSC-O not addressed by TSUS Rules and Regulations may be negotiated between the component and employee at the component’s discretion.

4. Course Size, Management, and Oversight
   a. The maximum student enrollment for all other web-based courses will reflect the maximum student enrollment in the face-to-face format. Exceptions may be made by the Dean of Instruction;
b. The established chain of command is responsible for oversight and responsibility for the administration of all distance education courses;
c. The Instructional Designer is responsible for providing an annual report to the Distance Education Committee regarding the research findings, recommendations, and other areas of strength and concern of distance education offerings, policies, and practices.

II. Faculty

1. Participation and Involvement
   a. The development and/or delivery of distance education courses by faculty are highly encouraged.

2. Faculty Training
   a. Faculty developing and/or delivering an online distance education course are required to participate in training appropriate to the distance education medium. The training can go hand-in-hand with course development, and should be completed before teaching online;
b. Training requirements can be attained through external sources such as workshops, seminars, courses through other higher education institutions, or credit courses in instructional technology; and/or internal sources such as Training Workshops on campus, a train-the-trainers program or internships. **Faculty who have not received training are not permitted to develop or deliver an online distance education course**;
c. Details of course development, including the proposal form can be seen in Section 2;
d. Details of training for course development can be seen in Section 5.

3. Faculty Support Services
   a. Faculty involved in the development and/or delivery of distance education classes will be provided with hardware and software (including upgrades - scheduled and nonscheduled) tools on a priority basis;
b. Technical support will be provided through both internal and external sources. The instructional designer will be available to faculty for development of distance education courses.
III. Technical Services

1. Standardization of Instructional Media
   Desire2Learn, a web-based learning management system, is hosted by Desire2Learn Inc.

2. Comprehensive Technical Support Services
   a. Support information is accessible through the LSC-O home page;
   b. The Information Technology Services provides a Help line, Mon – Fri from 7:30 a.m. to 4:30 p.m. and an e-mail contact for after-hours requests for information help by distance education students. All requests for information help are processed in a timely manner, typically within one business day;
   c. Current virus protection is required by all students enrolled in an online course. A student account will be disabled once an account has sent two (2) viruses to the server;
   d. Distance education training workshops for faculty are scheduled periodically. Individual support is also offered.

IV. Student Services

1. Provisions and Access for Distance Education Students
   a. Distance education students are provided the following student support services: advising and counseling, admissions, tutoring, library access, registration, financial aid, bookstore, delivery of course materials, and placement;
   b. Students should contact Student Services (409-882-3341) or the Advising and Counseling Office (409-882-3340).

2. Assessing Students’ Capacity to Succeed
   a. Potential students should assess their capability to succeed in a distance education course by taking the “Am I Ready” quiz accessible via the distance education page of the college website;
   b. Requirements for computer hardware/software (including virus protection) and basic computer skills of the distance education student are considered prerequisites for enrollment in a distance education course;
   c. The Distance Education web link provides information on issues such as anticipated time commitment, required reading and writing skills, comfort level with technology usage, etc.

3. Standards and Reporting Issues
   a. Standards for admissions, residency, registration, advising, financial aid, library access, tutoring, placement, and disability support services are the same for distance education and on-campus students;
b. Courses delivered via distance education are coded in Banner course section number as follows:
   Internet 80,
   Hybrid 60;

c. The Director of Institutional Research identifies the headcount, demographics, and status of distance education students each semester. Total distance education credit and contact hours, distribution by division, and rate of change is also collected and reported each semester.

4. Student Complaint System
   a. Student complaints regarding distance education instruction, courses, support services, tuition and fees, and/or other institutional policies and practices are filed according to procedures found in the Student Handbook and the LSC-O Compact with Texans;
      1. For faster access to the Complaint System, students can use the "What's Bugging You" channel in MyLSCO;
   b. The Student Handbook and Compact with Texans are accessible on the LSC-O website and in the Office of the Vice President for Student Services;
   c. Complaint procedures are followed for all students including distance education students.
      1. Students desiring to file initial complaints about services, faculty and staff or activities should bring the complaints to the attention of the appropriate department head for resolution. If an acceptable resolution is not reached with five working days, the student can then file a formal written complaint. In the event that a student wishes to file a formal written complaint, a Complaint Intake Form is available in the office of the vice-president for student services or on the Lamar State College-Orange website. After the formal complaint is received, the form will be referred to the appropriate department, complaint will be resolved within ten (10) working days and the complainant notified in writing. Procedures for specific types of grievances can be found in the Texas State University, Rules and Regulations, the LSC-O Faculty Handbook, LSC-O Student Handbook and the LSC-O Catalog.
      2. If the issue is unable to be resolved internally, a student may file a complaint with the regulatory agency in the state.
      3. Complaints should be filed in the state where the student is receiving instruction, not in the state in which the student resides.

V. Assessment and Evaluation

1. Areas Subject to Evaluation
   a. All areas of distance education at LSC-O including academic programming, course structure, course delivery, faculty support, student services, technical resources, teaching/learning, continuing education, etc., are included in the Annual Report;
b. Evaluation data and improvement plans are made accessible to all campus constituencies via the Office of Institutional Research & Effectiveness webpage and through requests to the Office of Institutional Effectiveness.

2. Responsibility for Change/Improvements
   a. The Distance Education Committee has primary responsibility for recommending policy and practice changes based on evaluation results;
   b. The Chair of the Distance Education Committee and the Instructional Designer has the primary responsibility for preparing the annual Distance Education Improvement Plan;
   c. If approved, the President and the VPAA, VPSS, and VP of Finance are responsible for implementing distance education plans.
Lamar State College-Orange

Distance Education Course Approval Form

Course ID: ________________________  Course Title: ________________________

Reviewer Name: ____________________  Reviewer Signature: ____________________

Date: ____________________  Semester: ____________________

Desire2Learn Course Access: If access to a Desire2Learn course site is required, please do not give out the course designer’s ID. Either shared access or a guest account will be provided by the Desire2Learn Administrator.

Guest ID: ____________________  Guest Password: ____________________

Type of Course:  □ Online  □ Online/Campus (Hybrid)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.

**Training**

1) The instructor is adequately trained and/or experienced in the Distance Education mode of delivery.  □  □

**Syllabus**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2)</td>
<td>The instructor has set clearly stated expectations for interaction with the students via e-mail, phone, and/or office hours.</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>The interaction expectations set by the instructor are both reasonable and sufficient.</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>The course objectives are in accord with those stated.</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Course policies such as penalties for late work, plagiarism, make-up tests, etc., have been clearly outlined.</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Students have been made aware of the available college student support services and learning resources available.</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments and Quizzes**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7)</td>
<td>The assignment due dates are clearly stated in the Assignment Tool.</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td>The test/quiz due dates are clearly stated in the Quiz Tool.</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Appropriate provisions with the LSC-O Testing Center or other approved proctored site for scheduling have been made and students have been given sufficient notice about testing dates/locations.</td>
<td></td>
</tr>
<tr>
<td><strong>Course Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Course content such as graphics, web links, lecture notes, etc., is present in the course content area.</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>11</td>
<td>The content area is easy to follow and is well organized.</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>12</td>
<td>The content is in the correct format.</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>13</td>
<td>Students have been provided clear direction for course navigation.</td>
<td>☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discussion Board and Chat Rooms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>
Desire2Learn and the Americans with Disabilities Act (ADA)

Desire2Learn is in compliance with the Section 508 of the federal Rehabilitation Act guidelines. Desire2Learn provides a text equivalent for every non-text element which allows screen readers and users to interact with the software. Desire2Learn documents are organized so they are readable without requiring an associated style sheet, and the frames of Desire2Learn are titled with text that facilitates frame identification and navigation. Desire2Learn also continues to research and evaluate the current software and will release patches or upgrades as needed to comply.
Distance Education Copyright Policy

All faculty members are responsible for obtaining copyright clearance for all materials used in their distance education courses. Library personnel will provide help and information on copyright matters, but copyright clearance is a part of creating the course and is therefore the responsibility of the course creator.

What is copyright?

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- TO REPRODUCE the copyright work in copies or recordings
- To prepare DERIVATIVE WORKS based upon the copyrighted work
- TO DISTRIBUTE COPIES OR PHONORECORDS of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- TO PERFORM THE COPYRIGHTED WORK PUBLICLY, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works and
- TO DISPLAY THE COPYRIGHTED WORK PUBLICLY, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual works

It is illegal for anyone to violate any of the rights provided by the Act to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of “fair use,” which is given a statutory basis in Section 107 of the Act. In other instances, the limitation takes the form of a “compulsory license” under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. (Copyright Office)
Copyright issues to consider when preparing a distance education course

- A course may be copyrighted for content, but all the materials, such as video and audio clips, and readings used in the creation or presentation of the course must be examined in the light of “Fair Use” and other recent copyright rulings such as the Digital Millennium Copyright Act;
- If, after examining the use of the copyrighted materials in the light of Fair Use and other rulings, it is decided that copyright clearance is necessary, the instructor is responsible for obtaining copyright clearance;
- Copyright clearance can be pursued by contacting the copyright holder (usually the publisher but in some cases the author retains copyright privileges) or by using commercial help such as Copyright.com or other avenues or companies as designated by Lamar State College-Orange (Copyright Policy Appendix A);
- Works in the public domain do not require copyright clearance (Copyright Policy Appendix B)

What is Fair Use?

Fair use is a legal principle that sets certain limitations on the exclusive copyright of materials. It is not illegal to use copyrighted materials for purposes of “criticism, comment, news reporting, teaching, scholarship, or research” (Title 17, Section 107, US Code). Fair use allows copying, without authorization, for non-commercial educational purposes when certain factors are met. No simple test is available to determine what is considered fair use. Four criteria have been established and evaluated to determine if the use of copyrighted material is a fair use.

1. What is the character and purpose of the work?
   The use is for non-profit educational purposes. If used for a commercial purpose, then fair use is not applicable.

2. What is the nature of the work to be used?
   Historical data and fact generally are considered fair use. When work is "creative" or unpublished, it generally requires copyright holder's permission.

3. How much of the work is being used in relation to the copyrighted work as a whole?
   If a small amount of a copyrighted work is being used, it generally falls under fair use. The larger the portion being used, the more likely permission will be required for use. Also, the non-critical parts must be viewed in regard to the "central point" of the overall work. This
factor weighs both the quality and the quantity of the parts being reproduced in relation to the overall work.

4. What is the effect of the use upon the potential market for the copyrighted work?

What is the effect of copying this work on the market for the original or on royalties? The effect of use must have little impact upon the marketability of the original in order to be considered fair use. The copy cannot become a substitute for the original work.

The economic impact on the copyright owner is generally considered the most important factor when examining a work against the fair use criteria.

The fair use section is found in Section 107 of the Copyright Law.

"Notwithstanding the provisions of Sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or recordings or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include—

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors."

A Library’s Special Rights in Addition to Fair Use.

"The Act added a limited new exemption for certain libraries and archives in Section 108 of the copyright law. Under new Section 108(h), during the last 20 years of any term of copyright protection of a published work, a library or archives may—for purposes of preservation, scholarship, or research—reproduce, distribute, display, or perform in facsimile or digital form a copy or recordings of the work or portions of the work. The library or archives may take advantage of this exemption only if it has first determined, on the basis of a reasonable investigation, that (1) the work is not subject to normal commercial exploitation; and (2) a copy or recordings of the work cannot be obtained at a reasonable price. Further, the library or archives may not take advantage of the new exemption if the copyright owner or its agent has provided notice either (1) that the work is subject to normal commercial exploitation; or (2) that a copy or recordings of the work can be obtained at a reasonable price. Such notices are to be filed with the Copyright Office."—(The Copyright Office Summary, 12/98, of the DMCA is available on the web in .pdf format. Those who wish to read the document will need the free Adobe Acrobat™ reader to view the summary.)
Appendix A

You may request permission by:

1. Writing to the copyright holder (usually the publisher);
2. By paying a fee to the Copyright Clearance Center (CCC). Fees may vary, but most are often in the range of $1 to $20, plus the annual account fee of $105.

Print Copyright Resources

- Copyright Clearance Center, Inc., www.copyright.com
- National Writers Union, www.nwu.org
- U.S. Copyright Office, www.copyright.gov

Non-Print Copyright Resources

Music

- Broadcast Music, Inc., www.bmi.com
- Recording Industry Association of America, www.riaa.com

Photography/Design

- Graphic Artists Guild, www.gag.org

Software

- The Business Software Alliance, www.bsa.org
Movies

- Motion Picture Association, www.mpaa.org
- Motion Picture Licensing Corporation, www.mplc.com

General

- U.S. Copyright Office, www.copyright.gov
**Appendix B**

**WHEN U.S. WORKS PASS INTO THE PUBLIC DOMAIN**

By Lolly Gasaway  
University of North Carolina

**Definition:** A public domain work is a creative work that is not protected by copyright and which may be freely used by everyone. The reasons that the work is not protected include: (1) the term of copyright for the work has expired; (2) the author failed to satisfy statutory formalities to perfect the copyright; or (3) the work is a work of the U.S. Government.

<table>
<thead>
<tr>
<th>DATE OF WORK</th>
<th>PROTECTED FROM</th>
<th>TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created 1-1-78 or after</td>
<td>When work is fixed in tangible medium of expression</td>
<td>Life + 70 years¹ (or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation²)</td>
</tr>
<tr>
<td>Published before 1923</td>
<td>In public domain</td>
<td>None</td>
</tr>
<tr>
<td>Published from 1923 - 63</td>
<td>When published with notice³</td>
<td>28 years + could be renewed for 47 years, now extended by 20 years for a total renewal of 67 years. If not so renewed, now in public domain</td>
</tr>
<tr>
<td>Published from 1964 - 77</td>
<td>When published with notice</td>
<td>28 years for first term; now automatic extension of 67 years for second term</td>
</tr>
<tr>
<td>Created before 1-1-78 but not published</td>
<td>1-1-78, the effective date of the 1976 Act which</td>
<td>Life + 70 years or 12-31-2002, whichever is greater</td>
</tr>
<tr>
<td>Created before 1-1-78, but published between then and 12-31-2002</td>
<td>1-1-78, the effective date of the 1976 Act which eliminated common law copyright</td>
<td>Life + 70 years or 12-31-2047, whichever is greater</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
</tbody>
</table>

(1) Term of joint works is measured by life of the longest-lived author.
(2) Works for hire, anonymous and pseudonymous works also have this term. [17 U.S.C.§ 302].
(3) Under the 1909 Act, works published without notice went into the public domain upon publication. Works published without notice between 1-1-78 and 3-1-89, effective date of the Berne Convention Implementation Act, retained copyright only if efforts to correct the accidental omission of notice were made within five years, such as by placing notice on unsold copies (17 U.S.C. § 405). (Notes courtesy of Professor Tom Field, Franklin Pierce Law Center and Lolly Gasaway)

LOLLY GASAWAY

Last updated 11-04-03. Chart may be freely duplicated or linked to for nonprofit purposes. No permission needed. Please include web address on all reproductions of chart so recipients know where to find any updates.

http://www.lib.umn.edu/copyright/checklist.phtml
Copyright Resources


<http://collections.stanford.edu/copyrightrenewals/bin/page?forward=home>.


“Higher Education Committee: How To Request Copyright Permission from Publishers.”

<http://www.lib.umich.edu/copyright/using-copyrighted-material#a10 >.
APPENDIX J
Faculty Survey Data - 2011

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
</tr>
</tbody>
</table>

Are you teaching an online or hybrid (part online and part face-to-face) course at present?

- Yes: 19
- No: 12

If you are not teaching a totally online or hybrid class, how often do you use the Desire2Learn (D2L) system?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than once a month</td>
<td>3</td>
</tr>
<tr>
<td>More than once a month</td>
<td>1</td>
</tr>
<tr>
<td>More than once a week</td>
<td>6</td>
</tr>
<tr>
<td>Once a week</td>
<td>2</td>
</tr>
</tbody>
</table>
If you are not teaching a totally online or hybrid class, which of the following D2L tools do you use?

- Content: 7
- Email: 9
- Discussion Board: 3
- Pager: 3
- Chat: 0
- Assignments: 3
- Quizzes: 1
- Gradebook: 3
- None of the above: 1

Did you receive any training in how to use the D2L prior to actually using it?

- No: 0
- Yes: 28
Question 5

I really don't remember, but it was less than eight and I thought it was a complete training session?
One, because I live far from Orange.
Bhagya provided plenty of long-distance assistance.
Several

Of the eight training sessions offered for a complete D2L workshop, how many did you attend (approx)?

Question 6

Effective
Somewhat effective
Very effective

On a scale of 1-5, how helpful was the training?
Question

7  Continue current plan and training sessions

Faculty shadowing or mentoring

Grouping topics so that we do not have 8 to attend.

I can't think of a way to improve it, really.

I don't have any at the moment.

I have had no trouble using the system, even without training.

Maybe continue training with more advanced features/elements

Maybe offer some "advanced" and refresher course. I forget stuff and I think later I would like to add a feature but I don't remember how to set it up. Also I forgot how to mute the pager.

N/A

nothing at this time

The online training is good as is.

The training was excellent for what I use it for. I post syllabi, course info, etc. I post announcements almost weekly and my students read them!

Training adequate. "Practice makes perfect"

Where can we find a schedule of training offered?
Aside from weekend access problems I have had very few difficulties, but in truth have not used all the functions yet.

Email. Icons on viewed emails remain as if they have not been viewed. Sometimes I experience a shuffling of emails that can hide unread emails. Replies to emails are not clearly delineated (difficulty finding who said what). Pager device is useless, annoying.

Grade book problems Students not submitting items correctly
I don't like the grading element because it seems slow to enter grades and you can't see whole class on one screen.
I have faced the occasional technical problem but I have had wonderful support in dealing with it.
Just a few technical issues that have to do with lack of clarity in operation of the platform itself.
Learning how to create quizzes.
Merging the grade book structure from one semester to another. Biology does have unique situations with multiple lecturers and multiple lab instructors.

No real problems encountered
Only operator error :) Really only minor things that were easily fixed. No real problems to speak of.

scrolling classes were confusing for me
Some of the instructions to set up quizzes, importing, etc. are a little vague, but as always, a call to Bhagya clears things up.
Sometimes I have trouble loading content.
Students cheating on exams or quizzes.
Students complain about submitting assignments sometimes. But you never know if that's an excuse to hide behind or a real problem.

The only real problem I've had comes after rolling over the course to the next semester. My course notes don't always open--sometimes it's one lesson and sometimes it's every lesson!! Bhagya has taught me how to fix the problem once it occurs.

Have your problems been resolved?

No

Yes
Question 10
Effective: 6
Somewhat effective: 4
Very effective: 18

On a scale of 1 - 5, how would you rate the support you are receiving for teaching in D2L?

Question 11
Effective: 5
Not very effective: 1
Somewhat effective: 3
Very effective: 17

On a scale of 1 - 5, how would you rate the support you are receiving for developing a course in D2L?

Question 12
Effective: 10
Somewhat effective: 4
Very effective: 12

On a scale of 1 - 5, how would you rate the support your students are receiving for D2L?
Which of the following tool(s) have been most beneficial to you in your teaching?

![Bar chart showing the distribution of responses for each tool.]

Question
13

Content: 24
Email: 21
Discussion Board: 15
Pager: 5
Chat: 3
Assignments: 17
Quizzes: 15
Gradebook: 16

Do you feel your students are learning as much in the online environment as they would in a traditional class?

![Bar chart showing the distribution of responses for the question on student learning.]

Question
14

No: 11
Yes: 13
**Question 15**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than once a month</td>
<td>1</td>
</tr>
<tr>
<td>More than once a month</td>
<td>1</td>
</tr>
<tr>
<td>More than once a week</td>
<td>13</td>
</tr>
<tr>
<td>Once a week</td>
<td>5</td>
</tr>
</tbody>
</table>

**How often do you communicate with your students in your online courses?**

**Question 16**

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>23</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>11</td>
</tr>
<tr>
<td>Pager</td>
<td>4</td>
</tr>
<tr>
<td>Chat</td>
<td>2</td>
</tr>
<tr>
<td>None of the above</td>
<td>3</td>
</tr>
</tbody>
</table>

**Which form(s) of communication do you prefer to use to communicate with your students?**
### Question 17

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

**Would you teach another online course?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

### Question 18

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Do you want additional training in the use of the D2L?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Question 19

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall, rate your experience teaching a course in Desire2Learn.**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students are confused with the e-mail from D2L going “external”, but responses must be internal.

for 15 and 19, I don’t currently teach a course on line and so cannot answer them. I have used the D2L tools in my FTF classes a lot, though--more than the students sometimes like, since they (the FTF students) don't look on MyLSCO every day (don't ask me why not).

I enjoy and get alot out of examples of best practices. Maybe include that in the faculty convocation.

I’m sure it is comparable to other software available.

Instruction on the bridge between electronic textbooks and the use of D2L for our students.

Just to reiterate that D2L is great for tradional classes. I email my class. I post announcements. I teach a night developmental class. Most of my students work and have families. Sometimes they have to miss class. They can keep up with D2L. If they are absent I email them what we did in class so they can be ready when they return to class.

Not at the moment. Everything is fine. D2L is an awesome platform and very intuitive.

Students are confused with the e-mail from D2L going "external", but responses must be internal.