LAMAR STATE COLLEGE - ORANGE
ORANGE, TEXAS

Year 2012 - ANNUAL REPORT
OF
DISTANCE EDUCATION

Submitted 2013
(Includes spring, summer, mini-winter, mini-spring, and fall semesters of 2012)
# TABLE OF CONTENTS

PART 1 - INTRODUCTION .......................................................................................................... 1  
STRENGTH, WEAKNESS, OPPORTUNITY AND THREAT ANALYSIS (SWOT) ................................. 1  
IMPROVEMENTS IN PLACE ........................................................................................................ 2  
DISTANCE EDUCATION COMMITTEE ....................................................................................... 3  
HISTORY OF DISTANCE EDUCATION AT LSC-O ........................................................................... 4  
PART 2 – MISSION STATEMENT AND GOALS ........................................................................ 5  
PART 3 – ONLINE COURSES ACROSS DIVISIONS ................................................................... 6  
PART 4 – THE INSTITUTIONAL REPORT .................................................................................. 9  
SECTION 1 – INSTITUTIONAL EFFECTIVENESS ....................................................................... 9  
SECTION 2 - EDUCATIONAL PROGRAMS .............................................................................. 22  
SECTION 3 – FACULTY .............................................................................................................. 27  
SECTION 4 – STUDENT SUPPORT SERVICES ............................................................................ 34  
PART 5 – STATISTICAL DATA .................................................................................................. 38  
PART 6 – APPENDIX .................................................................................................................. 43
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 Distance Education Committee at LSC-O has defined distance education more specifically by taking single and combined modes of delivery into consideration. The definitions are as follows:

- **Distance Education** is planned learning that occurs outside the traditional classroom that requires special techniques of course design, instructional techniques, and methods of communication by electronic means and other technology. The online component should account for more than 85% of contact hours.

- **Hybrid Learning** at LSC-O combines face-to-face classroom instruction with online instruction by reducing the amount of actual classroom meeting times. The online component should account for more than 50% of contact hours.

- **Blended Learning** at LSC-O would be a traditional face-to-face class, with an online component (Course Management System/Learning Management System) for any or all of the following: submitting assignments, taking exams/quizzes, and using a graded discussion board for continuing classroom discussion. This will also not reduce any classroom meeting times.

**STRENGTH, WEAKNESS, OPPORTUNITY AND THREAT ANALYSIS (SWOT)**

LSC-O’s Distance Education is well developed and the Distance Education 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**

- LSC-O upgraded its Learning Management System – Desire2Learn from version 9.4 to version 10.1. This new version is mobile-friendly.
• Faculty teaching online and hybrid classes have begun to use the Quality Matters Rubric for self-evaluation of their courses. This should help align content and assessments with student learning outcomes and improve course design.
• 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.
• Ability to use Mobile Technology.
• 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 Distance Education 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 Information Technology Services is exceptional.
• Annual improvement plan has been put in place.

Weaknesses and Threats for Distance Education at LSC-O

• Training for all faculty members in a new system is still a challenge.
• 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 2012.

• According the revised Substantive Change Policy, LSC-O does not require substantive change policy notifications to be sent to SACSCOC before implementation of online programs as these programs have already been approved for traditional delivery.
• LSC-O is complying with the federal mandated State Authorization Rule that requires state approval in each state in which it ‘operates’ and be approved by that state by name. As of now, LSC-O has distance education students from Louisiana. All their coursework is completed in Texas and so LSC-O is not required to have any agreement with Louisiana.
• LSC-O has updated it Distance Education website and provides students with contact information for filing complaints with all 50 states and the District of Columbia’s accrediting agencies and other appropriate state agencies.
• LSC-O, in compliance with federal mandated student authentication process has improved its student authentication process for distance education by adding ProctorU to its list of proctoring agencies. Students can choose their proctor from this list of proctoring agencies.
LSC-O upgraded its Learning Management System – Desire2Learn from version 9.4 to version 10.1. This new version is mobile-friendly.

Faculty teaching online and hybrid classes have begun to use the Quality Matters Rubric for self-evaluation of their courses.

Desire2Learn’s Campus Life – An institution-wide mobile app is being piloted. 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.

Instructors can now grade assignment papers offline, using DESIRE2LEARN’s Assignment Grader App.

Students can download content from their online classes using the Binder App.

The library widget has been updated with links to a number of specific course related resources and tutorials.

Multiple training sessions were offered in spring and fall 2012. The instructional designer has been given a new trainer to help with the training workshops.

New orientation videos for the new DESIRE2LEARN version has been developed and uploaded to YouTube.

A professional development course has been developed for faculty, where links and resources from a wide array of sources have been added.

A number of new proposals were submitted and approved.

- Business and Tech Division offered the following proposals

  1. POFT 1329  Beginning Keyboard  Hybrid

- Liberal Arts Division offered the following proposals

  1. BIOL 2420  Microbiology for Non Science Majors  Hybrid
  2. BIOL 2402  Anatomy and Physiology  Hybrid
  3. SPCH 1311  Introduction to Communication  Online
  4. SPAN 1311  Beginning Spanish  Online
  5. SOCI 2301  Marriage and Family  Online

- Allied Health Division offered the following proposals

  1. PHRA 1301  Introduction to Pharmacy  Online
  2. PHRA 1305  Drug Classification  Online

DISTANCE EDUCATION COMMITTEE

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.
The Dean of Instruction functions as the Chair of the Distance Education 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 Instructional Designer, 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 Distance Education Committee makes recommendations regarding 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;
- 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 Bobbie 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 recommends 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.

Table of Contents
PART 2 – MISSION STATEMENT AND GOALS

Mission Statement

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 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 and providing a quality education that is conveniently accessed.

Distance education at LSC-O is consistent with and supports the college’s mission and its strategic plan. The campus mission includes the provision of academic transfer, technical, developmental, and non-credit instruction. Distance Education is an additional method of delivering instruction which expands the options for students who may not be able to take advantage of the traditional course schedule.

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.
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 2012 are as follows:

**Spring 2012 (44 courses, 54 sections compared to 27 courses and 38 sections in spring 2011)**

1. BCIS 1316-60
2. BIOL 1409-60
3. COSC 1337-60
4. IMED 1316-60
5. ITCC 1311-60
6. ITCC 1313-60
7. ITNW 1354-60
8. ITSW 1304-60
9. ITSY 1342-60
10. MRMT 1307-60
11. MRMT 2333-60
12. RNSG 1311-60
13. ARTS 1301-80
14. BIOL 1322-80
15. BMGT 1301-80
16. BUSI 1301-80
17. COSC 1301 (2 sections 80 and 81)
18. DRAM 1310-80
19. ECON 2301 (2 sections 80 and 85)
20. ENGL 1301 (2 sections 81 and 82)
21. ENGL 1302 (2 sections 80 and 85)
22. ENGL 2326-80
23. ENGL 2331-80
24. GOVT 2301 (2 sections 80 and 85)
25. GOVT 2302 (3 sections 80, 81 and 82)
26. HIST 1301-80
27. HIST 1302 (4 sections 80, 81, 85 and 86)
28. HITT 1305-80
29. HPRS 2321-80
30. HUMA 1315-80
31. ITSW 1304-80
32. MRKG 1301-80
33. MRKG 1311-80
34. POFT 1127-80
35. POFT 2312-80
36. PSYC 2301-80
37. PSYC 2308-80
38. PSYC 2311-80
39. RNSG 1207-80
40. RNSG 1300-80
41. RNSG 1311-80
42. RNSG 2535-80
43. SOCI 1301-80
44. STSK 1200-80

Summer 2012 (17 courses, 24 sections compared to 19 courses, 22 sections in summer 2011)

1. BUSI 1301-80
2. COSC 1301 (2 sections 80 and 82)
3. DRAM 1310 (2 sections 80 and 81)
4. ECON 2302-80
5. GOVT 2301-80
6. GOVT 2302-80
7. HIST 1301-80
8. HIST 1302-80
9. HITT 1305-80
10. HPRS 2321-80
11. MRKG 1301 (2 sections 80 and 81)
12. RNSG 1207 (3 sections 80, 81 and 82)
13. RNSG 1210 (3 sections 80, 81 and 82)
14. RNSG 1300-80
15. RNSG 1311-80
16. RNSG 1327-80
17. SOCI 1301-80

Fall 2012 (45 courses, 60 sections compared to 41 courses and 50 sections in fall 2011)

1. BCIS 1310-60
2. BIOL 1406-60
3. BIOL 2401-60
4. COSC 1301-61
5. ITCC 1310-60
6. ITCC 1312-60
7. ITSC 1325-60
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>MRMT 1307-60</td>
<td></td>
</tr>
<tr>
<td>RNSG 1300</td>
<td>(2 sections 60 and 61)</td>
</tr>
<tr>
<td>RNSG 1311-60</td>
<td></td>
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<tr>
<td>RNSG 1327-60</td>
<td></td>
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<tr>
<td>RNSG 2514-60</td>
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<tr>
<td>ACCT 2301-80</td>
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<tr>
<td>ARTS 1301-80</td>
<td></td>
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<tr>
<td>BIOL 1322-80</td>
<td></td>
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<tr>
<td>BUSI 1301-80</td>
<td></td>
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<tr>
<td>BUSI 1307-80</td>
<td></td>
</tr>
<tr>
<td>COSC 1301</td>
<td>(3 sections 80, 81 and 82)</td>
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<tr>
<td>COSC 1336-80</td>
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<tr>
<td>DRAM 1310-80</td>
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<tr>
<td>ECON2301-80</td>
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<tr>
<td>ENGL 1301</td>
<td>(3 sections 80, 81 and 82)</td>
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<tr>
<td>ENGL 1302-80</td>
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<tr>
<td>ENGL 2322-80</td>
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<tr>
<td>ENGL 2326-80</td>
<td></td>
</tr>
<tr>
<td>GOVT 2301(4</td>
<td>sections 80, 81, 82 and 83)</td>
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<tr>
<td>GOVT 2302(2</td>
<td>sections 80 and 81)</td>
</tr>
<tr>
<td>HIST 1301</td>
<td>(5 sections 80, 81, 82, 83 and 84)</td>
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<tr>
<td>HIST 1302-80</td>
<td></td>
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<tr>
<td>HIT 1305-80</td>
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<tr>
<td>HUMA 1315-80</td>
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<tr>
<td>ITSE 1311-80</td>
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<tr>
<td>MRKG 1301-80</td>
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<tr>
<td>POFT 1127-80</td>
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<td>POFT 2312-80</td>
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<tr>
<td>PSYC 2301-80</td>
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<td>PSYC 2308-80</td>
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<td>PSYC 2311-80</td>
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<tr>
<td>PTAC 1302-80</td>
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<td>PTAC 1308-80</td>
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<tr>
<td>RNSG 1300</td>
<td>(2 sections 80 and 81)</td>
</tr>
<tr>
<td>RNSG 1311</td>
<td>(2 sections 80 and 81)</td>
</tr>
<tr>
<td>RNSG 2514-80</td>
<td></td>
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<tr>
<td>SOCI 1301-80</td>
<td></td>
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<tr>
<td>STSK 1200-80</td>
<td></td>
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**Winter Mini 2012 (Documenting for the first time. 2 courses, 2 sections)**

1. ARTS 1301-80
2. HIST 1302-80
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 has just begun (from 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

(Appendix A: DE Handbook - Section 1)
(Appendix B: Quality Matters Rubric)
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

However, we implemented most of the strategies from our “Annual Improvement Plan” (AIP) and have achieved positive results. The final evaluation of the AIP for the year 2011-2012 is included in the appendices. The AIP for the year 2012-2013 is also included.

Documentation:

Annual Evaluation 2011-2012 (Appendix C)

Annual Improvement Plan 2012-2013 (Appendix D)
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

In January, 2007 the college created an Instructional Designer’s position, responsible for the oversight of the distance education courses at LSC-O. 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 Instructional Designer reports to the Dean of Instruction and serves on the Distance Education Committee.

The job responsibilities of the Instructional Designer are as follows:

- 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 instructional designer completed a three year term on the Learning Technology Advisory Committee (LTAC), which is part of the THECB. The term has been extended for the next three years. In addition, she is now the vice-chair of LTAC.

Documentation:

LTAC Roster (Appendix E)
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

Distance Education at LSC-O follows the Distance Education handbook policy of evaluating individual online course proposals and the developed online course before offering it.

Distance Education at LSCO-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 courses are available online.

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

Based on that assumption, the Upward Mobility Nursing Program is now an online program. All courses offered by Allied Health Division are available online except for the Clinical part. The percentage of online courses in the Upward Mobility Nursing Program is 60%. The online nursing courses account for 26% of the program. LSC-O continues to offer the traditional version as well.

In the Business and Technology Division, Associate of Applied Science degrees in Business Management and Medical Office Professional are online programs, as are the Associate of Science degrees in Business and in Computer Science. Entrepreneurship Certificate program in the Business and Technology Division is also now an online program with 82% of the courses available online as is the Business Management Accounting Certificate with 60% of courses online. The institutional award for Web Design/Multimedia is 100% online.

In the Liberal Arts Division, an Associate of Science degree in Communication is now an online program, as is the certificate of completion degree in General Studies.

<p>| DEGREES, CERTIFICATES AND INSTITUTIONAL AWARDS with more than 50% courses online |
|---------------------------------------------|-------------------|
| ASSOCIATE OF APPLIED SCIENCE DEGREES         | % of online courses |
| Business Management                          | 55                |
| Medical Office Professional                  | 59                |
| Upward Mobility Nursing                      | 60                |</p>
<table>
<thead>
<tr>
<th>ASSOCIATE OF SCIENCE DEGREES</th>
<th>% of online courses</th>
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</thead>
<tbody>
<tr>
<td>Business</td>
<td>53</td>
</tr>
<tr>
<td>Communication</td>
<td>55</td>
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<tr>
<td>Computer Science</td>
<td>55</td>
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</table>

<table>
<thead>
<tr>
<th>CERTIFICATES OF COMPLETION</th>
<th>% of online courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Certificate in General Studies</td>
<td>57</td>
</tr>
<tr>
<td>Business Management Accounting</td>
<td>60</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>82</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTIONAL AWARDS</th>
<th>% of online courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Design/Multimedia</td>
<td>100</td>
</tr>
</tbody>
</table>

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.

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. 9-10)
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
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

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

Response: Yes

As stipulated by THECB and SACS, 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.

According the revised Substantive Change Policy, LSC-O does not require substantive change policy notifications to be sent to SACSCOC before implementation of online programs as these programs have already been approved for traditional delivery.

Documentation:

Memo from SACSCOC (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 distance education courses and affirms its commitment to distance education’s success at LSC-O, in accordance to its strategic plan. The distance education at LSC-O 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 Information and Technology 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 2012-2013 (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

Table of Contents
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 the distance education committee. The distance education committee gives its approval to the online courses after being satisfied with the course designs. The instructional designer helps the instructor in this process.

Distance Education at LSC-O also has provisions for providing in-depth help to faculty members through workshops and seminars to become an online instructor.

Documentation:

Online Course Proposal (Appendix H: DE 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: DE 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: DE Handbook-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. We also use software such as SoftChalk to increase student interactivity with content.

All students have access to orientations that are available online at [http://www.youtube.com/lsoed](http://www.youtube.com/lsoed). These videos address the nuts and bolts of taking online classes. Students also have access to orientation handouts through their MyLSCO account.

**Documentation:**

[http://www.youtube.com/lsoedu](http://www.youtube.com/lsoedu)
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 Instructional Designer 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. 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 Instructional Designer provides individual consultations for those interested. The Distance Education website has been updated with information about the federal rules and compliance regarding authorization and accountability.

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 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 38

(Appendix B: Quality Matters Rubric)
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 Instructional Designer. The courses are evaluated by the distance education committee. The “Online Course Development Procedure”, is published in the Distance Education at LSC-O handbook, and outlines the process.

Documentation:

Developing a Distance Education Course (Appendix H: DE 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: DE 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: DE 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 distance education at LSC-O 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.

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.

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
SECTION 5 – DISTANCE EDUCATION FACILITIES AND SUPPORT SERVICES

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, Information & Technology 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 decreased from 3611 in 2011 to 3380 in Year 2012. The numbers for 2010, 2011 and 2012 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 110 in Year 2011 to 141 in Year 2012.
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 81.1 in spring 2012, while it has increased from 67.9 in fall 2009 to 79.7 in fall 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>59.3</td>
<td>64.7</td>
</tr>
<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>75.0</td>
</tr>
<tr>
<td>2012</td>
<td>81.1</td>
<td>79.7</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 (Appendix J)
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 K)
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 79.6% for fall 2012. This is in comparison with the overall college pass rate of 68.62%. This includes Grades A, B, C and D.

The course completion rate for online courses was 93.58% for fall 2012. This is in comparison with the overall college completion rate of 80.42%. This includes Grades A, B, C, D and F.

The course pass rate for online courses was 81.13% for spring 2012. This is in comparison with the overall college pass rate of 64.16%. This includes Grades A, B, C and D.

The course completion rate for online courses was 99.82% for spring 2012. This is in comparison with the overall college completion rate of 76.08%. This includes Grades A, B, C, D and F.

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.
PART 6 – APPENDIX

APPENDIX A
Lamar State College-Orange
Distance Education
Course Development and Delivery Instruction Manual

Section 1

INTRODUCTION
Welcome to the World of Distance Education
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 procedure for training before beginning work on a course as well as the policies intended to guide the instructor as he/she embarks on creating and teaching courses online. 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 2010

Chair .................................................. Carla Dando, Dean of Instruction
Allied Health ............................................. Stephanie Thibodeaux
Business and Technology........................................... Jim Ellis
Continuing Ed and ACE......................................... Judy Williams
Curriculum Committee Chair .................................. Carol Turner
Desire2Learn Administrator .................................. Sribhagyam Srinivasan
Director of Institutional Effectiveness ........................ Jerry Sanford
Information and Technology Services ..................... Jennifer Petitjean
Instructional Designer ....................................... Sribhagyam Srinivasan
Liberal Arts ................................................... Carolyn Mello
Library ........................................................... Marilyn Greene
Mathematics and Science ..................................... Clint Reading
Student Services ............................................ Vicki Norville
Student Representative ....................................... Lisa

Subcommittees
Academic Programming
Awards Committee
Lamar State College-Orange

Distance Education Mission Statement and Goals

Mission Statement

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 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 and providing a quality education that is conveniently accessed.

Distance education at LSC-O is consistent with and supports the college’s mission and its strategic plan.

Definition of Terms

Distance Learning is planned learning that occurs outside the traditional classroom and, as a result, requires special techniques of course design, special instructional techniques, and special methods of communication by electronic means and other technology. Additionally, special techniques of course design, other technology, and special organizational and administrative arrangements may be used.

Blended Learning: The Handbook of Blended Learning (2006) states that blended learning is the combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and online learning systems, thereby emphasizing the central role of computer-based technologies in such environments. An example of such a blended learning environment at LSC-O would be a traditional face-to-face class, with an online component (using Desire2Learn or MyLSC-O) for any or all of the following: submitting assignments, taking exams/quizzes, using discussion board for continuing classroom discussion, and contacting the instructor or peers.

Hybrid Learning: At LSC-O, hybrid learning combines face-to-face classroom instruction with online instruction. In addition to having an online component for communication and assessment purposes, a significant amount of learning occurs online in a hybrid environment. As a result, a hybrid learning environment reduces the amount of actual classroom meeting times.

The platform 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 the Desire2Learn Company. To log in to 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.

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 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 Instructional Designer, 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.

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 recruitment, orientation, 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:

• No degree or certificate program will be offered via distance education instruction without prior approval of the Board. In addition, the institution will not offer through distance education instruction at any site an array of courses that would constitute a degree or certificate program without prior approval by the Board;
Distance education instruction offered by any live or telecommunications delivery system will be comparable to on-campus instruction. It will meet the same quality standards offered on-campus to regularly enrolled students;

A distance education course that offers either regular college credit or Continuing Education Units will meet the standards of the Commission of Colleges of the Southern Association of Colleges and Schools;

Students enrolled in distance education will satisfy the same requirements for admission to the institution, the program of which the course is a part, and to the class/section itself as required of on-campus students;

Faculty providing distance education instruction will be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction;

The instructor of record will participate in the delivery of instruction and evaluation of student progress;

All distance education instruction will be administered under the authority of the same office or person administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation processes for instructors must be comparable to those for on-campus instruction;

Students will be provided academic support services, including academic advising, counseling, library and other learning resources, tutoring services, and financial aid that are comparable to those available for on-campus students;

Facilities for distance education instruction (other than homes as instructional telecommunications reception sites) will be adequate for the purpose of delivering instruction that is comparable in quality to on-campus instruction.
Texas Higher Education Coordinating Board
Principles of Good Practice
for Academic Degree, Certificate Programs and Credit Courses Offered
Electronically
Adopted March 2010

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.

• 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
TEXAS HIGHER EDUCATION COORDINATING BOARD
DISTANCE EDUCATION ADVISORY COMMITTEE

GUIDE FOR INCORPORATING
THE PRINCIPLES OF GOOD PRACTICE INTO ELECTRONICALLY-BASED COURSES

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.
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 you 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?
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

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.
APPENDIX B
Quality Matters™ Rubric Workbook for Higher Education

Course

Course Meets Quality Expectations

Peer Course Review

Feedback

Course Revision

A continuous improvement model for assuring the quality of online courses through a faculty review process.

QUALITY MATTERS PROGRAM

QM

A national benchmark for online course design.

2011-2013 Edition
What is the Quality Matters Program?

Quality Matters™ (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.

There are three primary components in the Quality Matters Program:

The QM Rubric, the Peer Review Process and QM Professional Development

The QM Rubric

Based on research-supported and published best practices, the QM Rubric is a set of standards by which to evaluate the design of online and blended courses. The rubric is complete with annotations that explain the application of the standards and the relationship between them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

The Peer Review Process

Quality Matters promotes a peer review process and provides a database of trained QM Peer Reviewers eligible for assignment to a peer review team. Any subscribing institution may conduct internal or informal reviews. Official course reviews may be conducted only by eligible subscribers, QM, or its designees.

Quality Matters Professional Development

Quality Matters Professional Development supports the other QM program components and is an important part of a quality assurance effort. QM provides on-site, online and Elluminate-based opportunities to a broad audience that includes, but is not limited to, instructional designers, faculty, instructors, teachers, and administrators.
Quality Matters™ is a collegial review process in which reviewers provide feedback on course design in two ways: (1) awarding of points for specific review standards, and (2) providing substantial, constructive, and specific comments and suggestions with regard to both course strengths and areas for improvement. In evaluating clarity, organization, and other components of a course, reviewers are asked to take the student’s perspective.

The Quality Matters Rubric and review process are dynamic and reflect current research findings and national standards of best practice in online learning.

**Quality Matters™ Rubric**

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

**The Quality Matters Toolset and Process are**

- Based on national standards of best practice, the research findings, and instructional design principles
- Designed to promote student learning
- Integral to continuous quality improvement
- Part of an inter-institutional, faculty-driven, peer review process

Courses that successfully meet the QM Rubric standards in an official course review are eligible to carry the QM certification mark.

For More Information

Visit the website: [www.qmprogram.org](http://www.qmprogram.org)
Or contact: info@qualitymatters.org

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Quality Matters™ Rubric Workbook For Higher Education
2011-2013 Edition

What is New?
This edition of the workbook contains the standards and annotations of the 2011-2013 Quality Matters Higher Education Rubric, revised from the 2008-2010 edition of the Rubric. The revision adds clarifications and adjustments to the previous formulations of the standards and updates the annotations to reflect new tools and current practices in online instruction. The annotations also are reworked to ensure examples are relevant and well-explained and to provide greater specificity in criteria to be used in applying the accessibility standards.

In the new edition, the number of General Standards remains the same, and the Specific Review Standards are increased from 40 to 41. The number of Essential, 3-point standards is increased; the number of Very Important standards is increased; and the number of Important standards is decreased as shown below. The total number of points in the Rubric is increased from 85 to 95. A score of 81 points out of 95, together with meeting all 3-point standards, will be needed for a course to be considered as having met the QM standards.

How to Use This Workbook:

1. Review a course to see if it meets the Quality Matters Rubric standards.
2. Read the specific review standard and the annotation.
3. Look for evidence that the standard is met in the course.
4. Ask yourself: Does the course meet the standard at an 85% or better level?
5. Decide Yes or No and check the appropriate column.
6. Include comments or suggestions in the Notes section.
7. Use the Scoring Sheet on page 20.
8. If applicable in your situation, complete Planned Course Improvements sheet.

When To Use This Rubric:
The Rubric is intended to be used for courses that are delivered fully online or with a significant online component (blended and hybrid courses). The distinguishing feature of courses for which this Rubric is applicable is the use of technology (a course management system) to structure and drive the teaching and learning in the course.

Design, Not Delivery:
The Quality Matters Rubric specifically focuses on course design, rather than on course delivery or course academic content. For the purposes of a review, consider the design aspect to include the instructor’s role in the forethought and planning of the course, as well as the creation, assembly, and layout of instructions and course components. Not under review is the instructor’s implementation of the design as he or she delivers the course and interacts with students.

Alignment:
Critical course components — Learning Objectives (2), Assessment and Measurement (3), Instructional Materials (4), Learner Interaction and Engagement (5), and Course Technology (6) — reinforce one another to ensure that students achieve the desired learning outcomes. When aligned, each of these course elements is directly tied to and supports the learning objectives. Look for the Alignment symbol to indicate the standards included in the principle of Alignment.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>POINTS</th>
<th>RELATIVE VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>3</td>
<td>Essential</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Very Important</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>Important</td>
</tr>
<tr>
<td>41</td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>

Scoring:
The Quality Matters Rubric consists of 41 standards assigned different points depending on their relative importance. Twenty-one (21) of the standards are considered essential in a quality online course and have the highest point value of 3. The remaining 20 standards are assigned 1 or 2 points. The maximum possible number of points is 95.

To Meet Quality Matters Review Expectations:
1. Answered ‘Yes’ to all 3-point Essential Standards  AND 2. A total overall score of 81 out of 95 points.

This workbook is designed to be a self-assessment training tool. Only courses that are reviewed by a qualified Quality Matters Peer Review team and managed by trained representatives will be recognized by the Quality Matters Program. See the website www.qmprogram.org for information about having your course reviewed for Quality Matters recognition.
Acknowledgements

The review and revision of the 2008-2010 Quality Matters™ Rubric, culminating in the preparation of the 2011-2013 Higher Education Rubric, was a long and careful process that began in September 2010 and concluded in May 2011. The goal of the review was to update and fine-tune the Quality Matters standards and annotations. It was the fourth review since the Rubric was first developed in 2003-2004.

The review began with the formation of the 2011-2013 Rubric Committee after an open invitation to the QM community that elicited nearly 70 responses. Led by Julie Porosky Hamlin (MarylandOnline), the 12-member committee, with a balance of faculty and administrative staff, included Deb Adair (Quality Matters Program), Brenda Boyd (Antioch University), Judy Collmer (Cedar Valley College), Amanda Dominique (Owens Community College), Yaping Gao (Broward College), Deb Gearhart (Troy University), Becky Giger (Kansas City Kansas Community College), Evelyn Knowles (University of Northern Colorado), Joe Pascarella (Capella University), Kay Shattuck (Quality Matters Program), and Sue Subocz (College of Southern Maryland). Significant experience with Quality Matters was a criterion for membership on the committee.

Advising the Rubric Committee at various points in its work was a Legacy Committee whose members had extensive knowledge of the Rubric and had participated in previous Rubric revisions. Its members were Jurgen Hilke (Frederick Community College), Ron Legon (Quality Matters Program), Chris Sax (Shippensburg University), and Mary Wells (Quality Matters Program).

With a commitment to gathering as much data as possible, as well as to transparency in the review and revision process, the Rubric Committee first sought feedback from the larger QM community. A survey requesting detailed comments on Rubric standards was returned by 294 respondents and yielded valuable information on content and usability. The committee also had access to data from research on specific aspects of the Rubric or review process, some conducted during the past two years under QM grants, as well as statistics collected over the years by QM staff on inter-rater agreement on evaluations of Rubric standards during course reviews.

QM research director and committee member Kay Shattuck was charged to update the research database that supports the Rubric and to identify any changes suggested by recent research findings. In November 2010, Kay organized an Interaction Summit by web conference in which committee members had an opportunity to explore with prominent scholars the importance of various kinds of learner interaction in effective online learning.

The fall period was devoted to processing the information the committee had gathered as well as comparing the content of the Higher Education Rubric with that of the more recently developed Grades 6-12 QM Rubric and the Publisher Edition QM Rubric and drawing ideas from the comparisons. At the beginning of the year, the committee began a series of meetings by web conference in which the 8 Rubric General Standards, the 40 Specific Review Standards, and the Annotations were reviewed and extensively discussed in two rounds. When it concluded its task at the end of May, the Rubric Committee had held 28 meetings and deliberated an estimated 65 hours.

The excellence of the final product, the 2011-2013 Edition of the Quality Matters Rubric for Higher Education, owes to the varying perspectives and experiential depth brought to the review process by the members of the committee. Many spirited discussions were held during those 65 hours. While committee members may have initially differed on several points, they were committed to a thorough process of reaching consensus. They also were unanimous in their commitment to the efficacy of the Quality Matters process and its centerpiece, the Rubric.

We recognize here the extraordinary efforts of the talented and hard-working members of the 2011-2013 Rubric Committee and extend our thanks as well to the Legacy Committee advisors. A special word of thanks to Julie Porosky Hamlin for the extraordinary energy, patience, and perseverance she brought to the task.

Ron Legon
Executive Director
The Quality Matters Program

Deborah Adair
Director of Administration
The Quality Matters Program
## General Standard 1

### Course Overview and Introduction

The overall design of the course is made clear to the student at the beginning of the course.

<table>
<thead>
<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Students are introduced to the purpose and structure of the course.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Minimum technical skills expected of the student are clearly stated.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 The self-introduction by the instructor is appropriate and is available online.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Students are asked to introduce themselves to the class.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Standard 1: The course introduction sets the tone for the course, lets students know what to expect, and provides guidance to ensure they get off to a good start.

Annotations

Instructions provide a general course overview, present the schedule of activities, guide the new student to explore the course website, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course.

Instructors may choose to incorporate some of this information in the course syllabus. In this case, students should be directed to the syllabus at the beginning of the course. A useful feature is a “Read Me First” or “Start Here” button or icon on the course home page, linking students to start-up information.

Examples:
1. A course “tour”
2. Clear statements about how to get started in the course

Information is provided to help students understand the purpose of the course and how the learning process is structured and carried out, including course schedule, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed.

Such information may be provided or reinforced in the course syllabus or other course documents; or in areas with titles such as “Course Introduction.”

Expectations for how students are to communicate online and in the classroom are clearly stated. Since student behavior is culturally influenced, it is important to be explicit about standards for communication that apply in the course. The substance of etiquette expectations is not to be evaluated.

Examples of etiquette considerations:
1. Expectations for the tone and civility used in communicating with fellow students and the instructor, whether the communication is by electronic means or by telephone or face-to-face

Policies may be promulgated by the instructor or by the institution.

Policies may include student conduct, academic integrity, late submission of assignments, the grade of Incomplete, confidentiality in the classroom, student grievances, etc. Confirm that the policies are adequately explained and up-to-date.

Information about prerequisite knowledge and/or competencies is found within the course, in documents linked to the course, or in supporting material provided to the student by another means. Look for a link to that information and/or a reminder of it for the student.

General as well as course-specific technical skills students must have to succeed in the course are specified.

Examples of technical skills might include
1. Using the learning management system
2. Using email with attachments

The initial introduction creates a sense of connection between the instructor and the students. It presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor’s name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone.

Expectations of the relationship and communication style between teacher and learner are culturally influenced. Including information about the role of the instructor in the particular course and how to address the instructor is helpful to students from all backgrounds.

Student introductions at the beginning of the class help to create a welcoming learning environment and a sense of community. Students are asked to introduce themselves and given guidance on where and how they should do so.

In a few situations, such as when a class is very large, student introductions may not be feasible. Instructors are asked to indicate in the Instructor Worksheet if there is a reason for not providing an opportunity for student introductions. Instructors may ask students to respond to specific questions (such as why they are taking the course, what concerns they have, what they expect to learn, etc.)

3. A “scavenger hunt” assignment that leads students through an exploration of the different areas of the course
4. A graphical table or diagram that depicts the relationship between the online and face-to-face portions of a blended course

Blended Courses: Instructions in the online classroom make it clear to students that the course is a blended course, with both online and face-to-face components and activities. Instructions specify the requirements for participation in both the online and face-to-face portions of the course. The introductory information clearly states when and where students should participate each week. A structured set of topics and a schedule are provided for each face-to-face meeting.

“Welcome from the Instructor,” “Start Here,” “Course Schedule,” “Course Outline,” “Course Map,” “Course Calendar,” etc.

Blended Courses: The purpose of both the online and face-to-face portions of the course is clearly explained to students to help them understand how and why both formats are important to the learning process. The course schedule or calendar fully covers both the online and face-to-face portions of the course and clearly specify the dates, times, and locations of face-to-face class meetings.

2. Expectations for email content, including “speaking style” requirements (e.g., standard English as opposed to popular abbreviations used online)
3. Spelling and grammar expectations
4. Rules of civility for classroom/discussion board participation
5. A link or reference to the school’s student handbook or code of conduct
To reinforce etiquette and civility, the instructor may provide a link or reference to the institution’s student handbook or code of conduct.

Information about prerequisite knowledge and/or competencies is found within the course, in documents linked to the course, or in supporting material provided to the student by another means. Look for a link to that information and/or a reminder of it for the student.

General as well as course-specific technical skills students must have to succeed in the course are specified.

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3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting
5. Downloading and installing software
6. Using spreadsheet programs
7. Using presentation and graphics programs

The self-introduction helps students get to know the instructor and extends beyond the essentials. It could include
1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, etc.
4. A photograph

Blended Courses: The instructor’s self-introduction is available electronically for students who missed early face-to-face meetings.

or may choose to let the student decide what to include. Instructors may provide an example of an introduction and/or start the process by introducing themselves.

Blended Courses: The opportunity for introductions is available electronically for students who may have missed the opportunity during early face-to-face meetings. Ideally, student introductions are posted online, for future reference, even if students have introduced themselves in a face-to-face meeting.
Learning objectives are measurable and are clearly stated.

<table>
<thead>
<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> The course learning objectives describe outcomes that are measurable.</td>
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<tr>
<td><strong>2.2</strong> The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
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<tr>
<td><strong>2.3</strong> All learning objectives are stated clearly and written from the student’s perspective.</td>
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<tr>
<td><strong>2.4</strong> Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
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<tr>
<td><strong>2.5</strong> The learning objectives are appropriately designed for the level of the course.</td>
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</tbody>
</table>
General Standard 2: The learning objectives establish a foundation upon which the rest of the course is based.

ANOTATIONS

Measurable course learning objectives precisely describe what students are to gain from instruction and provide the criteria instructors need to accurately assess student accomplishment. Objectives describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective can be meaningfully assessed. Note that at some institutions, learning objectives may be referred to as learning outcomes.

Examples of measurable objectives:
1. Select appropriate tax strategies for different financial and personal situations.
2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary lifestyle.
3. Describe the relationship between the components of an ecosystem.
4. Explain the factors that contribute to economic inflation.

In a course in which students are expected to demonstrate analytical skills and/or ability to express themselves effectively in writing or in other forms of communication, the learning objectives should include reference to these objectives in addition to objectives that relate to mastery of content.

In addition to measurable objectives, a course may have objectives or desired outcomes that are not measurable, such as increased awareness, sensitivity, or interest in certain issues or subjects, but they do not substitute for measurable objectives when determining whether the standard is met.

Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated, and the individual instructor does not have the authority to change them. If the institutionally mandated learning objectives are not measurable, make note of it in the “comments” box. Write specific suggestions for improvement so the institution has the information needed to improve the objectives. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard 2.1 in conjunction with Standard 2.2, as follows:

Standard 2.1 is considered as being MET under the following circumstances:
1. The course objectives are measurable, whether set by the institution or by the instructor.
2. The institutionally mandated course objectives are not measurable, but the faculty-written module/unit objectives are measurable.

Standard 2.1 is NOT MET under the following circumstances:
1. There are no course objectives.
2. The course objectives set by the instructor are not measurable.
3. The institutionally mandated course objectives are not measurable, and the faculty-written module/unit objectives are either not measurable or not present.

Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that students achieve the desired learning outcomes. Measurable course and module/unit learning objectives form the basis of alignment in a course. Other elements of the course, including those addressed in Standards 2.1, 2.2, 3.1, 4.1, 5.1, and 6.1, contribute to the accomplishment of the learning objectives. It may not be possible to complete the course review if measurable learning objectives are not present. In such a case, the review team chair should first consult the instructor to clarify whether measurable objectives are absent and whether the matter can be quickly addressed so the review can continue.

Measurable module or unit learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. The learning objectives make clear to students learning expectations and outcomes on a weekly, modular, or unit basis.

Module or unit objectives may be written by the instructor or come from the textbook. Regardless of origin, these objectives are prominently stated in the corresponding module or unit so that they are accessible to the student from within the online classroom. Module/Unit learning objectives enable instructors to accurately assess student accomplishment. Objectives describe student performance in specific, observable terms. Note that at some institutions learning objectives may be referred to as learning outcomes.

The module/unit objectives are consistent with the course objectives, either implicitly or explicitly. For example, the module/unit objective “Students will write sentences that demonstrate correct use of commas, semicolons, and periods.” is consistent with the course objective “Students will demonstrate a mastery of rules of punctuation.”

Alignment: See the statement in the annotation for Standard 2.1.

Accurately assess learning outcomes. Objectives describe student performance in specific, observable terms. Note that at some institutions learning objectives may be referred to as learning outcomes.

The module/unit objectives are consistent with the course objectives, either implicitly or explicitly. For example, the module/unit objective “Students will write sentences that demonstrate correct use of commas, semicolons, and periods.” is consistent with the course objective “Students will demonstrate a mastery of rules of punctuation.”

Alignment: See the statement in the annotation for Standard 2.1.

Examine the course and module/unit learning objectives as a whole to ensure they describe knowledge and skills appropriate to the course level. All knowledge and skills need not be present in both the course and module/unit objectives, nor in every single objective.

Content mastery is appropriate for the type and level of the course. Lower-division courses address content mastery, critical thinking skills, and core learning skills. Upper-division and graduate courses may focus on objectives more closely related to the specific discipline. Taxonomies that describe levels of learning can be helpful in categorizing learning objectives by level. Evaluating the appropriateness of content mastery expectations may be difficult for reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) on the review team.

Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called “core competencies.”

Core learning skills may include:
1. Proficiency in written and oral communication
2. Ability to perform mathematical operations
3. Ability to organize and use information in various ways, with different tools
4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs in order to find it out

Critical thinking skills may include the ability to:
1. Distinguish between fact and opinion
2. Distinguish between primary and secondary sources
3. Identify bias and stereotypes
4. Evaluate information sources for point-of-view, accuracy, usefulness, timeliness, etc.
5. Recognize deceptive arguments

Upper-division and graduate course objectives might include:
1. Mastery of the professional standards of the field
2. Ability to communicate using the specialized terminology and methods of discourse appropriate to the field
General Standard 3 - Assessment and Measurement

Assessment strategies are designed to evaluate student progress by reference to stated learning objectives; to measure the effectiveness of student learning; and to be integral to the learning process.

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<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
</tr>
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<tbody>
<tr>
<td>3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>3</td>
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<td>Alignment</td>
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<tr>
<td>3.2 The course grading policy is stated clearly.</td>
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<tr>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.</td>
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<tr>
<td>3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.</td>
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<tr>
<td>3.5 Students have multiple opportunities to measure their own learning progress.</td>
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General Standard 3: Assessment is implemented in a manner that not only allows the instructor a broad perspective on the students' mastery of the content, but also allows students to measure their own learning throughout the course.

Alignments: Course assessments (ways of confirming student mastery) are consistent with the course and module objectives of the course (see Standards 2.1 and 2.2) by measuring the accomplishment of those objectives. From the types of assessments chosen, it is clear that students can successfully complete the assessments if they have met the objectives stated in the course materials and learning activities. Note: At some institutions, learning objectives may be called learning outcomes.

Examples of learning objective-assessment alignment:
1. A problem analysis demonstrates critical thinking skills.
2. A multiple-choice quiz verifies vocabulary knowledge.
3. A composition shows writing skills.

Examples of lack of alignment between learning objectives and assessments:
1. The objective is to be able to "write a persuasive essay," but the assessment is a multiple-choice test.
2. The objective is to "demonstrate discipline-specific information literacy," but the assessment is a Rubric-scored term paper, and students are not given any practice with information literacy skills on smaller assignments.
3. Some assessments may be geared toward meeting outcomes other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Curriculum" requirement. In that case, the reviewer should suggest including in the course the objectives that reflect the college-wide requirement, if those objectives are not already included in the course.

Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated, and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit objectives to assess and score Standard 3.1.

A clear, written statement fully explains how the course grades are calculated. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated. Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. Even a relatively complex grading system can be made easy to understand.

Examples of what to look for:
1. A list of all activities, tests, etc., that will determine the student's final grade
2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages
3. If points and percentages are used, an explanation of the relationship between the two
4. Evidence that the instructor has stated the criteria for evaluation of students' papers and assignments, such as rubrics or a list of criteria with associated point values
5. A description of the how students' participation in discussions will be graded, including the number of required postings per week, the criteria for evaluating the originality and quality of students' comments and their responsiveness to classmates' comments, and grade credit students can expect for varying levels of performance

Students are provided with a clear and meaningful description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. The description and/or statement of criteria provide students with clear guidance on the instructor's expectations and on the required components of coursework and participation. The criteria give students the information they need to understand how a grade on an assignment or activity will be calculated.

As a reviewer, you will ascertain that the criteria used to evaluate students' performance align with the course objectives and contribute to students' future growth and improvement. Note, however, that as a reviewer you are not asked to look for and evaluate the instructor's specific feedback to students in the standards.

Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the student work being measured and the format in which they are used. Assessments are varied in order to provide multiple ways for students to demonstrate mastery, and to accommodate multiple learning styles. The assessments are appropriately sequenced so as to promote the learning process and to build on previously mastered knowledge and skills gained in this course and prerequisite courses. Assessments are paced to give students adequate time to achieve mastery and complete the work in a thoughtful manner.

Examples that meet the standard:
1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article
2. Multiple types of assessment that enable the instructor to become familiar with an individual student's work and that discourage "proxy cheating" (someone other than the student completing and submitting work)
3. A series of assessments evenly spaced every two weeks throughout the course

Examples that DO NOT meet the standard:
1. The assessments consist of only multiple-choice tests.
2. The first assessment requires students to locate research materials, while library research skills and methods are not covered until later in the course and are tied to the third assessment.
3. No assessments are administered during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively.
4. Discussion board posts are assessed on the basis of frequency or word count instead of on criteria related to the course objectives.

Examples of benchmark assignments might include submission of:
1. A bibliography
2. An outline or project plan
3. A précis of the paper or project
4. One or more preliminary drafts
5. Self-mastery tests that include informative feedback with each answer choice
6. Interactive games and simulations that have feedback built in
7. Self-scoring practice quizzes
8. Practice written assignments
9. Peer reviews
10. Model papers or essays provided for students' viewing
11. Sample answers or answer keys provided for students' viewing
## General Standard 4 - Instructional Materials

Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.

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<thead>
<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
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<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td><strong>4.1</strong> The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
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<tr>
<td><strong>Alignment</strong></td>
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<tr>
<td><strong>4.2</strong> The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
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<tr>
<td><strong>4.3</strong> All resources and materials used in the course are appropriately cited.</td>
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<tr>
<td><strong>4.4</strong> The instructional materials are current.</td>
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<tr>
<td><strong>4.5</strong> The instructional materials present a variety of perspectives on the course content.</td>
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<tr>
<td><strong>4.6</strong> The distinction between required and optional materials is clearly explained.</td>
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</table>
General Standard 4: The instructional materials form the core of the course, and these standards respect the instructor’s prerogative in selecting them. The focus of this standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the materials.

**Annotations**

**Alignment:** The instructional materials used in the course align with the course and module learning objectives of the course (see Standards 2.1 and 2.2) by contributing to the achievement of those objectives and by integrating effectively with the tools and media selected for delivery (see Standard 6.1). Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources enable students to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. Note: at some institutions, learning objectives may be called learning outcomes.

Decisions on this standard may be difficult for reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the instructional materials support the learning objectives. Normally textbooks are not provided to reviewers because of cost and logistical limitations. Many publishers provide web links to their textbooks, and reviewers may wish to consult these links. In evaluating the course against this standard, reviewers will work closely with the SME on the team.

Students can easily determine the purpose of all content, materials, resources, technologies, and instructional methods used in the course, and how each will help them achieve the stated learning objectives.

**Examples:**

1. Links to external websites indicate the purpose of the links or are completely self-evident.
2. The function of animated games or exercises is clearly explained or is completely self-evident.

If various instructional materials (books, manuals, videos, CD-ROMs/DVDs, computer software, etc.) are used in the course, the purpose of their use and relationship to one another is clearly explained to students. Reviewers should determine if the diversely formatted course materials are integrated well enough to be useful to the student.

Sources for materials used in the course are clearly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution’s copyright and intellectual property policies.

The instructional materials represent current thinking in the discipline. Older works considered to be seminal are cited with publication dates. The SME on the team should verify that the works are seminal in the discipline.

The course materials are robust and create a rich learning environment for students. The course presents meaningful instructional materials from a variety of sources, including the textbook(s), PowerPoint presentations, websites, lecture notes, periodicals, outlines, and multimedia.

Instructional materials are varied, and different perspectives are presented (including, if relevant, perspectives from different cultures). Typically, reviewers would expect to find multiple sources and not just one author. In some disciplines, it may be appropriate to have all materials from a single author. If multiple sources are used, evidence of the intent to include a range of cultural perspectives is found in the sources selected for the course.

Clear explanations are provided to students regarding which materials and resources are required and which are optional. Particular attention is given to those resources students need to acquire through purchase, download, CD-ROM, or web access outside of the course. Instructors should clearly indicate materials students are expected to acquire and use to complete course activities and assignments.

For example, a course requires students to use the following materials: a textbook divided into chapters, video segments ordered by topics, a website organized around specific skills, and a tutorial CD-ROM or DVD that has an opening menu consisting of “practice quizzes,” “images,” and “audio examples.” Consider whether it is clear to students the order in which they should approach these varied materials, how each is related to the learning objectives and activities, and how the materials are related to one another.

In some advanced undergraduate and graduate courses in which students are expected to find their own learning materials, the instructor posts guidelines that assist the student in identifying relevant materials and in distinguishing between core and supplementary materials and between scholarly and non-scholarly sources for academic writing. Reviewers should determine whether these guidelines satisfy the standard.

When an extensive body of material comes from a single source, a general statement will suffice. The material may include an e-pack, instructor material, publisher material, etc.

Decisions on this standard may be difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the materials are current.

Such indications about required and optional materials may appear in the syllabus, class schedule, or instructions for learning activities. Ideally, students should be provided this information at the beginning of the class or prior to the start of the class.
## General Standard 5 — Learner Interaction and Engagement

Forms of interaction incorporated in the course motivate students and promote learning.

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<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>5.1 The learning activities promote the achievement of the stated learning objectives.</td>
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<tr>
<td><strong>Alignment</strong></td>
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<tr>
<td>5.2 Learning activities provide opportunities for interaction that support active learning.</td>
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<tr>
<td>5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.</td>
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<tr>
<td>5.4 The requirements for student interaction are clearly articulated.</td>
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General Standard 5: Engaging students to become active learners contributes to the learning process and to student persistence.

**ANNOTATIONS**

**Alignment:** Learning activities align with the course and module objectives of the course (see Standards 2.1 and 2.2) by engaging students in activities that directly contribute to the achievement of those objectives and integrating smoothly with the tools and media (Standard 6.1) that enable these activities.

The purpose of learning activities is to facilitate the student's achievement of the stated objectives.

The learning activities actively engage the learner with the course content. Learning activities are varied in order to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles. Activities may include reading assignments, student presentations, science labs, class discussions, case studies, role playing, simulation exercises, practice quizzes, tests, etc.

**Examples of mismatches between activities and objectives:**

1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill.
2. The objective is "Prepare each budget within a master budget and explain the importance of each in the overall budgeting process." The students review information about this objective in their texts and observe budgets worked out by the instructor, but they themselves produce only one of the several budgets.

Activities encourage students' engagement during learning through different types of interaction as appropriate to the course. Interactions are designed as activities to support the course objectives and may vary with the discipline, purpose, and level of the course. Reviewers should look for the purpose of the interactions and not just the number of opportunities for interaction.

Types of interaction include student-instructor, student-content, and student-student. Active learning involves students engaging by "doing" something, such as discovering, processing or applying concepts and information. Active learning implies guiding students to increasing levels of responsibility for their own learning.

Activities for student-instructor interaction might include an assignment or project submitted for instructor feedback; an opportunity for student-instructor discussion in a synchronous session or an asynchronous discussion board exchange; or a frequently-asked-questions (FAQ) discussion forum moderated by the instructor.

Activities for student-content interaction might include assigned reading from a text, article, or online resource, assigned completion of a workbook or online exercise, or a learning-how-to-learn activity.

Activities for student-student interaction might include assigned collaborative activities such as group discussions, small-group projects, group problem-solving assignments, or peer critiques.

Reviewers should look for opportunities for student-instructor interaction, student-content interaction, and, if appropriate to the course, student-student interaction. Refer to the Instructor Worksheet to determine whether or not opportunities for student-student interaction are appropriate to the course.

**Special Situations:** When course objectives are institutionally mandated, the reviewer should refer to module/unit objectives to assess Standard 5.1.

A clear statement of instructor responsibilities is an important component of an online or blended course. Students are better able to manage their course activities when the instructor has stated his or her timeframe for responding to student emails and discussion postings and lets students know in advance when they will receive feedback on assignments and when grades will be posted. By sharing this information, the instructor also deflates unrealistic student expectations of 24/7 service from the instructor. Frequently this information is conveyed in the syllabus or the "meet the instructor" message.

If it is necessary to alter the response-time standards during the course, the instructor is responsible for clearly communicating the adjustment to students.

Look for a clear statement of the instructor's expectations for student participation in required course interactions (frequency, length, timeliness, etc.). The statement helps students plan and manage their class participation and provides a basis for the instructor to evaluate student participation. The more specifically the expectations are explained, the easier it is for the student to meet the expectations. Clearly explaining the role of the instructor and expectations for interactions with the instructor and with other students is especially helpful to students from cultures in which deference to the instructor is customary and who may need encouragement to "speak up."

Typically, general statements of student performance expectations are included in the course information page or syllabus. These general requirements may specify the nature of the required participation and expectations for frequency and quality of the student's interactions. More specific, task-related performance expectations may be included in the individual task description. The instructor may also provide rubrics detailing how student interactions are evaluated, including reading and responding to the instructor's and classmates' posts.
## General Standard 6 — Course Technology

Course navigation and technology support student engagement and ensure access to course components.

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<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
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<tbody>
<tr>
<td><strong>6.1</strong> The tools and media support the course learning objectives.</td>
<td>3</td>
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<tr>
<td><strong>6.2</strong> Course tools and media support student engagement and guide the student to become an active learner.</td>
<td>3</td>
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<tr>
<td><strong>6.3</strong> Navigation throughout the online components of the course is logical, consistent, and efficient.</td>
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<td><strong>6.4</strong> Students can readily access the technologies required in the course.</td>
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General Standard 6: The technology enabling the various course components facilitates the student's learning experience and is easy to use, rather than impeding the student's progress.

Alignment: The tools and media selected for the course align with the course and module objectives of the course (see Standards 2.1 and 2.2) by effectively supporting the assessment instruments (Standard 3.1), instructional materials (Standard 4.1), and learning activities (Standard 5.1) in the course.

Tools are functional software that provide areas for interaction in the course; they may be included in the learning management system (LMS) or external to the LMS. Examples of tools include discussion boards, chat rooms, grade book, social media, games, whiteboard, wikis, blogs, virtual classrooms, web conferencing, etc.

Media are one-way delivery modalities that enhance learning. Examples of media include video, audio, animations, and podcasts.

Specific tools and media are not required for this standard to be met. If they are used, they support the learning objectives and fit the learning activities. Clear information and instructions are provided regarding how the tools and media support the learning objectives. Technology is not to be used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support a learning objective.

Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated, and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit objectives to assess and score Standard 6.1.

Tools and media used in the course help students actively engage in the learning process rather than passively absorb information. Selected tools and media help the student engage in the reflection that leads to deep learning. Types of learner interaction include learner-content, learner-instructor, and learner-learner. Interactions can provide opportunities to increase students' comfort with course material and technology, and the goal should be to facilitate the broadest and deepest learner engagement possible in the course.

Examples of tools and media that support engagement:
1. Interactive, real-time software, such as real-time collaborative tools, webinars, and virtual worlds
2. Software that facilitates interactions and collaborations, such as shared documents or wikis
3. Animations, simulations, and games that require student input
4. Discussion tools with automatic notification or a “read/unread” tracking feature
5. Automated self-check exercises requiring student responses

Navigation refers to the process of planning, recording, and controlling the movement of a learner from one place to another in the online course.

Considerations for effective navigation devices in the online course may include
1. Adherence to accepted web standards-of-function for hypertext links, buttons, and windows
2. Provisions for intuitive understanding of a function when non-standard navigation devices are employed (e.g., clicking and dragging a playing card from a deck into an appropriate category)

All required technologies are easily obtainable, either through download, purchase at the bookstore, or another means. The word “technologies” covers a wide range, including hardware, software, subscriptions, and plug-ins. In evaluating this standard, reviewers should consider both the availability of the technologies and other resources and whether clear instructions are provided for access, installation, and use.

From information provided in the course instructions, students are able to readily obtain the hardware and peripherals necessary to complete all course activities. For specific peripheral devices needed for course completion, instructions are included on how to obtain the peripheral devices, and on how to install and use them.

Students have ready access to all software used in the course. Examples of software include statistical analysis software, equation editors, web authoring tools, or programming software. Students also have access to online tools and plug-ins, such as Acrobat Reader and Flash, Java, media players, MP3 players, wikis, social media, etc.

A clearly worded statement lists the required software and plug-ins, along with instructions for obtaining and installing them.

For technologies that require subscriptions, instructions are provided on how to obtain the subscription, including information on acquisition of access codes and on user identification requirements.

3. Consistent use of navigation devices within the learning management system (LMS) and for moving between the LMS and other sites, such as a publisher site
Some navigation devices—next and previous links, for example—are provided by the learning management system used for course delivery and cannot be modified. Other navigation devices—hypertext links, icons, and window functions, for example—may be within the control of the course designer. In evaluating this standard, the reviewer should determine the locus of responsibility for the design of course navigation features.

Examples of how to help ensure student access:
1. If speakers, a microphone, and/or a headset are necessary, the need for such peripherals is clearly stated
2. Links are provided to required peripherals to be purchased from the college bookstore or other source
3. A list of required downloadable resources, including links, is provided
4. Links are provided to access materials such as OpenOffice, to allow students free access to necessary course documents
5. If publisher materials are used, clearly stated information about how to obtain and use any required access codes is provided
6. Instructions are provided on how to access materials available through subscriptions to online journals or databases. When feasible, links are also provided
7. For textbooks, CDs, and DVDs, information provided includes the title, author, publisher, ISBN number, copyright date, and details on where copies can be obtained
8. A navigation button devoted to “Resources” is integrated in the overall course design
9. A custom CD or DVD prepared for the course is surface-mailed to students
Information on how to reach technical support likewise is easy to find and clearly presented for students who may need assistance with obtaining necessary course technologies or with changing software versions.

Course Technology continued on next page
### General Standard 6 - Course Technology (continued)

<table>
<thead>
<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
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<th>NOTES</th>
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<tbody>
<tr>
<td>6.5 The course technologies are current.</td>
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### General Standard 7 - Learner Support

The course facilitates student access to institutional support services essential to student success.

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<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
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<th>NOTES</th>
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<tr>
<td>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.</td>
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<tr>
<td>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</td>
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<tr>
<td>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services.</td>
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<tr>
<td>7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services.</td>
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</tbody>
</table>
Innovative technologies continuously appear on the market, and course technology should be up-to-date and chosen to best meet the needs of the course. Look for evidence of appropriate incorporation of tools and media such as social media, mobile technologies, games, simulations, wikis, blogs, podcasts, and virtual worlds in the course’s online and technology-supported design. Courses not recently developed may need to be updated.

Examples of current technology that may be used in support of the course objectives to enhance student learning:
1. Synchronous web conference tools used for orientation, group projects, tutoring, test reviews, etc.
2. A mobile application that, for instance, students use to identify plants in a botany course
3. A wiki used for group collaboration
4. Blogs used for student journals

5. A simulation that demonstrates something not possible in the physical world; for instance, a process or procedure that takes place inside a dangerous or inaccessible place
6. A simulation replicating laboratory activities that allows manipulations of objects on the screen similar to hands-on lab experiences
7. Web-based voice tools used by English-as-a-Second-Language (ESL) instructors and students to practice pronunciation, vocabulary, etc.

The course design takes advantage of the features of the learning management system. Courses may incorporate new features of the learning management system that further support learning objectives (see 6.1 regarding learning objectives).

As a reviewer, keep in mind that the tools and media available to an instructor may vary greatly from institution to institution and are sometimes limited by the access and support provided by the institution.

General Standard 7: In the learner support standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

Technical support for learners differs from institution to institution and includes such information as how to log in; how to use the tools and features of the learning management system; and how to get help desk support. Technical support does not include help with course content or assignments or academic or student support services (see Standards 7.3 and 7.4).

Look for evidence that learners have access to technical support services from within the course or the learning management system. The purpose is not to review the adequacy of those services at an institutional level but rather to determine if technical support services are provided for learners and that the course contains information about the services and how to access them.

Accessibility policies or accommodation statements state that services and accommodations are available for students with disabilities and inform the student how such services may be accessed. To meet this standard, the course may include:
1. A link to the institution’s formal accessibility policy, if a policy exists

Academic support for students, and the scope of what “academic support services and resources” entails, differs from institution to institution. For the purposes of review, academic support services and resources may include an online orientation; access to library resources; a readiness assessment or survey; testing services; tutoring; non-native language services; writing and/or math centers; tutorials or other forms of guidance on conducting research, writing papers, citing sources, using an online writing lab, and using institution-specific technology; supplemental instruction programs; and teaching assistants.

Look for evidence that learners have access to academic support services and resources from within the course or the learning management system. The purpose is not to review the adequacy of these services and resources on an institutional level but rather to determine if academic support services and resources are provided for learners and if the course contains information about the services and how to access them.

Examples of providing information about technical support:
1. A clear description of the technical support services provided by the institution, including a link to a technical support website
2. An email link to the institution’s technical support center or help desk
3. A phone number for the institution’s technical support center or help desk
4. Clearly worded directions for obtaining support for access to publisher-supplied materials (e.g., e-packs or course cartridges)
5. Links to tutorials or other resources providing instructions on how to use the tools and features of the learning management system
6. A link to “frequently asked questions”

Examples of features that connect students with academic support services:
1. A link to the academic support website, along with a listing and definition of academic support services and resources provided for learners
2. Links to institution-specific academic support services and how to access these services (e.g., location of testing center and/or proctored test sites, hours of operation, phone numbers and email addresses for key personnel)
3. Links to online orientations or demo courses
4. A link to the library, including information on how to obtain library access, request materials, access databases, and contact a librarian
5. A link to tutorials or guides on conducting research, writing papers, and citing sources

The course may provide the following:
1. A clear description of institution-specific student support services and how to access them (including email addresses and phone numbers for key personnel)
2. A link to the student support website, along with a listing and description of student support services
3. Guidance on when and how students should access a particular support service
General Standard 8  Accessibility

The course demonstrates a commitment to accessibility for all students.

<table>
<thead>
<tr>
<th>SPECIFIC REVIEW STANDARDS</th>
<th>POINTS</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.</td>
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<td>8.2 The course contains equivalent alternatives to auditory and visual content.</td>
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<td>8.3 The course design facilitates readability and minimizes distractions.</td>
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<tr>
<td>8.4 The course design accommodates the use of assistive technologies.</td>
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</table>
General Standard 8: *The accessibility standard incorporates the principles of Universal Design for Learning (UDL) and is consistent with Web Content Accessibility Guidelines (WCAG).*

**ANNOTATIONS**

As electronically delivered courses continue to evolve, instructors will face many choices when they select the tools and media that best support their learning objectives. The intent of this standard is to ensure the learning management system and the tools and media selected are accessible to students with disabilities.

To meet this standard, reviewers should determine if the following conditions are met:

1. If the course is offered in an accessible learning management system (LMS), a statement by the LMS provider certifying accessibility should be readily available as a link or attached to the Instructor Worksheet.

2. The instructor provides documentation stating the degree of accessibility of any content, tools, and software used in the course. If any component of the course is inaccessible, instructions are provided on how to obtain accommodation.

To meet this standard, alternative means of access to course information are provided for the vision or hearing-impaired student, such as equivalent textual representations of images, audio, animations, and video in the course website. Such alternatives may be found within the course, or learners may be directed to where they may access the alternative representations.

Examples:

1. An audio lecture has a text transcript available.
2. A video clip, image, or animation is captioned and/or available with a text transcript.

A statement accompanies any of the above media explaining how to seek accommodations or content in alternative formats. Note to reviewers: In instances where alternative formats need to be requested, the review team should test the availability of the alternate content.

The course uses appropriate design elements, including colors, fonts, spacing, graphics, formatting, and color coding to facilitate readability and minimize distractions for the student. Colors are used judiciously and do not present a barrier to students accessing the content. Fonts and spacing do not crowd words or present a barrier to the content. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distraction from the materials.

Formatting (how content is arranged on the page) and color coding are used to serve specific instructional purposes. For example, format and color are used purposefully to communicate key points, group like items, emphasize relevant relationships, etc. Sufficient contrast between backgrounds and fonts is used to distinguish text from background, with thought given to color choices for those with difficulties distinguishing among colors. If color-coding is used, an additional means to communicate information, such as bold or italics, should be used in conjunction with color coding.

Reviewers should remember to take a student perspective in determining whether or not the standard is met.

Presenting information in text format is generally acceptable because screen reader software (used by the vision-impaired) can read text. Course pages have links that are self-describing and meaningful, with file names and web hyperlinks having easy-to-understand names. Icons used as links also have HTML tags or an accompanying text link. Reviewers should also consider whether the use of tables, particular document formats, navigation, and links may impose barriers to assistive technology.

Examples:

1. Navigation is streamlined by providing a method that allows users to skip navigation or other elements that repeat on every page. This shortcut is usually accomplished by providing a “Skip to Content,” “Skip to Main Content,” or “Skip Navigation” link at the top of the page that goes to the main content of the page.
2. HTML documents and tagged PDF files are mostly accessible to assistive technology.
3. Tables are used for layout and to organize data. Tables used to organize tabular data have appropriate table headers. Data cells are associated with their appropriate headers, making it easier for screen-reader users to navigate and understand the data table.
<table>
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<tr>
<th>Standard</th>
<th>Assigned Point Value</th>
<th>If Yes - enter assigned points for that standard If No - enter 0</th>
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<td>8.4</td>
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</table>

**Total Points**

**Essential standards not met**

**Meets Quality Matters review expectation:** To meet review expectations:
Answered ‘Yes’ to all 3-point Essential Standards **AND** A total overall score of 81 out 95 points
As a result of this Quality Matters review, I plan to improve my online course and/or my teaching in the following ways:

<table>
<thead>
<tr>
<th>I plan to make the following improvements to my course:</th>
<th>I can implement these improvements by myself.</th>
<th>I need help implementing these improvements.</th>
<th>The date by which I will implement these changes.</th>
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Instructor Worksheet

This worksheet represents the self-report component of the peer course review process. Questions 1-10 are to be completed by the Institution Representative as part of the Course Review Application. The Instructor completing the worksheet will be able to see and change those responses, if necessary, and will provide additional information about the course that will assist the Peer Course Review Team.

Basic Course Information

1. Instructor Name:

2. Institution:

3. Course Name & Number (e.g., CIS101):
   3a. Course Title:
   3b. Course Number:

4. Course Access URL:

5. Discipline Area(s):

6. Who is the creator of this course?
   □ Faculty Member
   □ Commercial Content Provider
   □ Instructional Designer or Design Team
     (list members and their roles):
   □ Other (specify):

7. Is the course stand-alone or part of a sequence?
   □ Stand Alone       □ Part of a sequence

   If stand-alone, does it have online or blended course pre-requisites?
   □ Online   □ Blended   □ Neither

   If part of a sequence, is it the first, second, third, or other course in the sequence?
   □ First      □ Second    □ Third    □ Other (specify):

   If part of a sequence, do all courses in the sequence use the same format and technology?
   □ Yes       □ No

   If no, please explain:

8. Is the syllabus a standard syllabus developed by the institution?
   □ Yes       □ No

   If YES, is the instructor required to use it?
   □ Yes       □ No

9. On which learning management system (LMS) platform, if any, does the course reside?
   □ Angel      □ Blackboard   □ Desire2Learn
   □ eCollege   □ Moodle      □ Sakai
   □ WebCT      □ None        □ Other

   If other, which one?

   If the course is offered on a LMS, please provide or link to the vendor's statement certifying how the platform is accessible to students with disabilities:

10. Are students required to complete a tutorial on the use of the LMS prior to beginning the course?
    □ Yes       □ No

Course Tools, Policies, Requirements, Format

11. Are tools and software other than, or in addition to, a LMS used to deliver the course?
    □ Yes       □ No

    If YES, please list them and provide information on the extent to which these tools and/or software are accessible to students with disabilities:
12. Provide a copy of (or link to) any policies of your institution that set standards of accessibility that either explicitly or implicitly apply to online instruction:

Website URL:

Upload Document: Upload File

Explain briefly how you have implemented these policies in your online or blended course:

If your institution has no specific policies, describe the accessibility principles or features you have implemented in your course:

13. Are there any other course or institutional policies with which the student is expected to comply?

☐ Yes   ☐ No

If YES, please identify them:

☐ Academic Integrity   ☐ Student Conduct
☐ Late Assignments   ☐ Incompletes
☐ Confidentiality   ☐ Student Grievances   ☐ Others

If others, please identify:

Where are the policies, or links to them, found in the course?

14. Is prerequisite knowledge in the discipline or other competencies required in the course?

☐ Yes   ☐ No

Where is this information found in the course?

If it is not found in the course, where will students find it?

15. Are there general or specific technical or computer skills required for students to succeed in the course?

☐ Yes   ☐ No

If YES, please describe and identify where this information can be found in the course:

16. Please indicate the face-to-face, or onsite, components in your fully online or blended course:

Fully Online Course:
☐ Proctored Exam
☐ Lab
☐ Other
☐ No Face-to-Face Components

Blended Course:
Approximate proportion of face-to-face time (e.g., 50%):

Face-to-Face Activities (check all that apply):
☐ Lecture   ☐ Discussion   ☐ Presentations
☐ Exams   ☐ Other:

Course Learning Objectives, Materials, Technologies

17. Provide a list of the course-level objectives and the module objectives for one or more course units. *Note: It may not be possible to complete the course review if measurable learning objectives are not present. Please consult your Institution Representative for more information.

Upload file. (You can simply copy and paste into a Word document and upload.)

Where do the course-level objectives appear in the course?

What is the source(s) of the course objectives or expected outcomes?

☐ Created by the Instructor
☐ Mandated by the Institution
☐ Other (specify):

Where do the module-level objectives appear in the course?

What is the source(s) of the module-level objectives?

☐ Created by the Instructor
☐ Mandated by the Institution
☐ Other (specify):
Instructor Worksheet (continued)

18. Explain how the learning objectives are appropriate for the level of the course:

19. List the major instructional materials required in the course (e.g., textbook, etc.):

   Explain (a) why the instructional materials used in the course were chosen to achieve the course objectives or outcomes and comment on (b) the currency of the materials and (c) the variety of perspectives they represent:

20. Does the course use technologies such as audiovisual components, hardware, software, subscriptions, or plug-ins?

   □ Yes  □ No

   If YES, please specify:

   Where are the instructions to students about how to obtain and access these technologies found in the course?

Course Interaction Components

21. Does the course include any real-time instructor/student interaction?

   □ Yes  □ No

   If YES, please describe or explain. (This interaction may include synchronous events, like web-based meetings using web conferencing tools):

   If YES, is the real-time component optional or mandatory?

22. In what ways are students required to interact online with the instructor?

23. Are students asked to introduce themselves to the class?

   □ Yes  □ No

   If NO, please explain:

24. Is student-to-student interaction (e.g., on discussion boards, in forums, or in group work) appropriate in this course?

   □ Yes  □ No

   If NO, please explain:

25. Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

   □ Yes  □ No

   If YES, please explain what they are and how reviewers can access them:

Instructor Perspectives

26. Quality Matters encourages instructors and design teams to become familiar with the QM standards prior to submitting a course for review. Are you familiar with or have you previously used the Quality Matters Rubric?

   □ Yes  □ No

   If YES, comment on how the QM Rubric was used. In particular, is the design of the course based on QM standards, or was the course modified to meet QM standards? Please indicate if you have had any training on the QM Rubric.

27. Identify any particular aspects of this course you want to ask for feedback on from the Review Team.

28. Please provide any other information you want to communicate to the Review Team about your course.
# Quality Matters Course Format Chart

<table>
<thead>
<tr>
<th>Mix of Delivery Formats</th>
<th>ONLINE COURSE</th>
<th>BLENDED (HYBRID)</th>
<th>FACE-TO-FACE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F Component</td>
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<tr>
<td>Online Component</td>
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<tr>
<td>QM Review Process</td>
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## Mix of Delivery Formats
- Few F2F meetings, if any
- Approximately 25% to 75% of the course occurs F2F
- Significant portions of the learning are delivered both online and F2F
- Seat time is reduced to reflect the proportion of the course delivered online
- 100% of the course occurs F2F in regularly scheduled sessions, which meet required seat time for the course
- Course meets synchronously at one or more sites

## F2F Component
- F2F meetings are typically limited to orientation or capstone events
- May also include F2F proctored exams
- Students have little or no expectation of meeting the faculty member F2F
- F2F meetings may include but are not limited to lectures, active learning sessions, student-centered discussions, group-work projects, presentations, posters, demonstrations, performance art, movies, laboratory experiences and assessments
- Students have F2F interaction with their faculty member on a regular basis throughout the course of the semester

## Online Component
- The entire course is mediated by technology
- Portions of the course are mediated by technology
- Students can gain an understanding of the overall structure and requirements of the course online
- Technology, if used at all, is supplementary
- May include use of a course management system and extensive Internet-based reading/research assignments, and online discussions

## QM Review Process
- The QM Rubric is applied to the online classroom
- The QM Rubric is applied to the online classroom
- F2F components of the course are not directly evaluated
- Only content, materials, activities, handouts, support materials, etc. included or referenced in the online classroom or via an electronic course portfolio may be considered
- The QM Rubric™ is not currently designed to evaluate F2F courses, even those that extensively use course management tools for syllabus and assignment distribution, discussion, submission of assignments, grading, etc.
Glossary

**Active Learning** - Active learning involves students engaging by “doing” something, such as discovering, processing, or applying concepts and information. Active learning implies guiding students to increasing levels of responsibility for their own learning.

**Activity** - Any form of student participation that serves to reinforce the content and provides an opportunity for students to further their attainment of the learning objectives and expectations. Typically, an activity allows for practice, discovery, and trial-and-error in a low-stakes, non-graded setting.

**Assessment (the process of)** - An ongoing, systematic process that (1) sets clear expectations for student learning in the form of learning objectives, (2) provides sufficient opportunities for students to achieve these expectations, (3) gathers evidence of student learning, and (4) uses this information to improve teaching and learning. (The QM concept of “alignment” refers to this overall process.)

**Assessment (strategies)** - Instruments used to identify what students have learned, specifically instruments used to measure the match between the learning objectives and students’ attainment of those objectives. (This second definition of the word “assessment” should be considered when interpreting QM standards 3.1 and 3.4.)

**Criteria** - The qualitative or quantitative guidelines, rules, principles, or statements by which student responses, work products, or performances are evaluated.

**Evaluation** - A judgment regarding the quality, value, or worth of a response, work product, or performance based on established criteria. The evaluation of a student’s work is typically reflected in the numeric or alphabetic grade assigned.

**Feedback** - Specific comments, guidance, and information provided in response to an activity or assessment. Feedback should be tied to the established criteria, and should provide reasons for the accompanying evaluation and the resulting grade. Effective feedback provides opportunities for students to learn about how they can improve, is meaningful and understandable to the student, and is timely.

**Goal (learning)** - A statement of what the faculty member, the course, the module, the academic program, or the institution strives to achieve. It is a statement of “why we do what we do.” Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of goal to those of objective and outcome. (An example of a learning goal is “Upon the completion of this course, students will gain an appreciation of the value of cultural diversity in today’s workforce.”)

**Grading** - The act of assigning a letter or number value to students’ work, reflecting the instructor’s judgment of the quality of the work. Grades provide an indication of students’ overall mastery of content. By themselves, however, grades do not provide information about which aspects of the content students have or have not mastered or the criteria that were used in assigning the grade. Grades are not necessarily a true indicator of student learning, as they may be influenced by other factors such as attendance, late work policies, or test anxiety, to name a few.

**Learner Engagement** - The extent to which learners (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with others (teachers, peers, and others) that support learning.¹

**Objective (learning)** - A statement of the specific and measurable knowledge, skills, attributes, and habits that students are expected to achieve and demonstrate as a result of their educational experiences in a program, course, or module. Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of “objective” to those of “goal” and “outcome.” (An example of a learning objective is “Upon the completion of this course, students will be able to describe the value of cultural diversity in today’s workforce.”)

**Outcome (learning)** - A demonstration of the actual level of attainment of the knowledge, skills, attributes, and habits expected as a result of the educational experiences in a program, course, or module. Learning objectives state what students should be able to do, while a learning outcome is a student’s demonstration of her/his actual ability to do so. Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of “outcome” to those of “goal” and “objective.” (An example of a learning outcome is “A student’s actual description of the value of cultural diversity in today’s workforce.”)

**Taxonomy** - A classification schema, usually hierarchical, that allows identification of stages or phases of a phenomenon or relationship. For example, Bloom’s taxonomy provides a system for identifying types of learning, moving from less to more complex, and is a useful schema for describing learning objectives.

Reference

¹ Adapted from *The Student Engagement Teacher Handbook* by Richard D. Jones, Ph.D., and published online by The International Center for Leadership in Education (http://www.leadered.com/pdf/Student%20Engage%20handbook%20excerpt.pdf)
Notes
Quality Matters Mission Statement

To promote and improve the quality of online education and student learning through:

- Development of research-supported, best practice-based quality standards and appropriate evaluation tools and procedures.

- Recognition as experts in online education quality assurance and evaluation.

- Fostering institutional acceptance and integration of QM standards and processes into organizational improvement efforts focused on improving the quality of online education.

- Provision of faculty development training in the use of QM rubric(s) and other quality practices to improve the quality of online/hybrid courses.

- Provision of quality assurance through the recognition of quality in online education.

For More Information
Visit www.qmprogram.org or email info@qualitymatters.org

QUALITY MATTERS PROGRAM
QM
A national benchmark for online course design.
<table>
<thead>
<tr>
<th>Critical Focus</th>
<th>Area: Mission Statement</th>
<th>Program/Department/Division</th>
<th>Academic Year</th>
<th>Distance Education</th>
<th>Your Unit Plan (as stated in OCSM02)</th>
<th>Assessment/Evaluation Source (give at least one)</th>
<th>Resources such as Student Survey, etc.</th>
<th>Two proposals for Psychology were put forth in spring 2012.</th>
<th>Instructional designer's observation: The use of results is a continuous process to ensure ongoing improvement.</th>
<th>FY 2010-11 (from Math, Psychology, one of the new courses was introduced in Fall 2011.)</th>
</tr>
</thead>
</table>
APPENDIX D
<table>
<thead>
<tr>
<th>Supervisor's Signature</th>
<th>Cari Dando</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted By</td>
<td>Distance Education Committee Chair</td>
</tr>
<tr>
<td></td>
<td>Cari L. Dando, Dean of Instruction</td>
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<td>Academic Year</td>
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### Distance Education

**Annual Unit Improvement Plan**

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<thead>
<tr>
<th>Proposal Document</th>
<th>Proposal for Subsistance Change Policy</th>
<th>No additional budget required</th>
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<td>Prepare Subsistance Change Policy</td>
<td>Programs Available</td>
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<td>Prepare list of approved online programs</td>
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<td>Prepare list of approved online course</td>
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<tr>
<td>Improve documentation of online courses</td>
<td>Improve documentation of online courses</td>
<td>No additional budget required</td>
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</table>

### Measures and Criteria

- Budget Impact (How much money will you need?)
- For Success Strategies

**Critical Focus/Goals**

- Institutional Mission/Centralize

---

Purpose: Strengthen the Distance Education and Subsistance Change Policy Proposal approval.
APPENDIX E
LEARNING TECHNOLOGY ADVISORY COMMITTEE 2011-2012
Texas Higher Education Coordinating Board

Chair: Sribhagyam (Bhagya) Srinivasan
Instructional Designer
Lamar State College-Orange

Vice Chair: Stephen Levey
Associate Vice Chancellor, Academic Instruction
Houston Community College

Matt Baker, Ph.D.
Professor
College of Agricultural Sciences and Natural Resources
Texas Tech University

Roy Bartels
Dean of Technology
Western Texas College

Amy R. Burchett, Ed.D.
Vice President Academic and Student Affairs
Howard College

Ryan Dollar
Student Member
Texas A&M University

Dawn Elmore-McCrary, Ph.D.
Professor
San Antonio College

Nathaniel Hewitt
Vice President for Information Systems and Technology
Wiley College

Stephen Levey, Ed.D.
Associate Vice Chancellor, Academic Instruction
Houston Community College

Claudia McDonald, Ph.D.
Faculty
Texas A&M University-Corpus Christi

Randy McDonald, Ed.D.
Director, Office of Instructional Technology
Stephen F. Austin State University

Brett Millan, Ed.D.
Interim Associate Dean for Distance Learning
South Texas College

Ann Morris
Dean of Distance Education
Panola College

Paula Nichols, Ed.D.
Executive Director, Division of Distance Education
Lamar University

Kingston Nyamapfene, Ph.D.
Assistant Provost for Online & Distance Learning,
Dean of College of Continuing Education
Texas Southern University

Sunay Palsole
Director, Instructional Support
The University of Texas at El Paso

Sheri Pappas
Coordinator of Distance Education Initiatives
The Texas A&M University System

Patrick Joseph Pluscht
Director, Center for Learning Enhancement, Assessment, and Redesign (CLEAR)
University of North Texas

Antonio Rene, Ph.D
Associate Dean for Academic Affairs
School of Rural Public Health
Texas A&M University Health Science Center

Gerardo (Jerry) Sifuentes
Distance Learning Director, Sciences Division
Laredo Community College

Daniel L. Spencer, Ed.D.
Associate Vice President Academic Outreach and Extended Programs
Temple College

Marshall Schott, Ph.D.
Associate Vice President, University Outreach Programs and Associate Vice Chancellor, University of Houston System Planning and Administration

Sribhagyam (Bhagya) Srinivasan, Ed.D.
Instructional Designer
Lamar State College-Orange

Ron Thomson
Director, Virtual College of Texas
Austin Community College – Pinnacle Campus

Mark Workman, Ed.D.
Dean of Distance Learning
Blinn College
THECB STAFF MEMBERS

Van L. Davis, Ph.D.
Special Projects Director
Academic Programs
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711
PHONE: 512-427-6223
FAX: 512.427.6168
E-MAIL: van.davis@thecb.state.tx.us

Gaye Bumsted Perry, Ph.D.
Program Director
Division of Academic Affairs and Research
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
PHONE: 512.427.6528
FAX: 512.427.6168
E-MAIL: gaye.bumstedperry@thecb.state.tx.us
APPENDIX G
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**Total**

**FY 2013 Schedule of Imposed Capital Requests**

**Financial Management**

**Requested By:**

**Approved By:**

**Lamar State College - Orange**
# Budget Development Worksheet

**Financial Manager:**

**Date:**

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<th>Library Capital</th>
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<td>Independent Funds</td>
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<td></td>
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<tr>
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<td>Property &amp; Maintenance</td>
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<tr>
<td></td>
<td>Human Services</td>
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<td>Other Services</td>
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<table>
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<tr>
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**Budget Description:**

**Fiscal Year = 2013**

**As of April 2, 2012**

**Current Year-End**:

**Next Year-End**: 2013

**Budget**:

**Proposed Budget**:

**Enrollments**:

**Next Year**:

**Budget**:

**Adjusted**:

**Current Year**:

**BET**:

**Index Number**: 012732

**Responsibility Person**: Dean of Instruction

**Deans Department**: Business Education
Section 2

Developing a Distance Education Course
Desire2Learn Information for LSC-O

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

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

Desire2Learn Help Desk E-mail ........................................... Desire2Learn@lsco.edu

Desire2Learn Help Desk Phone Number ......................... (409) 882-3968

Other Resources

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

Liberal Arts & Science
Gwen Whitehead....... (409) 882-3928 ................... Gwen.Whitehead@lsco.edu

Clint Reading.......... (409) 882-3338 ................... Clint.Reading@lsco.edu

Allied Health
Janet Meloncon ....... (409) 882-3037 ............... Janet.meloncon@lsco.edu

ACE
Judy Williams .......... (409) 882-3952 ............... Judy.williams@lsco.edu
Lamar State College – Orange

Distance Learning Technical Skills Checklist for Faculty

**Computer Operations/Concepts:**
1. Can you start up, restart, and shut down a computer?
2. Do you know how to click, double-click, and right-click the mouse?
3. Can you open, close, minimize, and move windows and 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, floppy, zip disk, or 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 to a floppy, hard drive, etc.?

**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, Alta Vista?
15. Can you download and install browser plug-ins for common software applications such as Adobe Acrobat Reader, Windows Media Player, Real Player, etc.?

**E-mail Basics:**
16. Do you know how to acquire a free, personal e-mail address, or have you already established an e-mail account of your own?
17. Do you know how to send, receive, forward, and reply to e-mail messages?
18. Can you save and delete e-mail messages?
19. Do you know how to attach a file to an e-mail message, and open an incoming e-mail attachment?
20. Can you use the “address book” feature of your e-mail to create and send “group” mailings?
How to Develop Your Online Course

This document has been prepared to assist faculty members who are considering teaching online. It has been prepared from the experiences of faculty and staff who have been teaching online. The guidelines are intended to be helpful and effort saving. These are only suggestions and not intended to limit your creativity and academic freedom.

STEP 1: LOOK BEFORE YOU LEAP

Teaching on the Internet is trendy. You might even say it's the rage in education, but is it for you?

Consider the following:

- Do I have a computer (preferably a PC) in my office that is at least a Pentium III with at least 2GB RAM?
- Am I familiar with basic PC skills? (File structure, copying, moving files, keyboard and mouse functions, screen and windows features, etc.)
- Can I create and manipulate documents (formatting, copying, pasting, attaching and retrieving them)?
- Am I willing to learn new software applications (Desire2Learn) needed for teaching on the Web?
- Have I taken an online course?
- Have I looked at online courses of other faculty teaching at the College?
- Am I prepared to invest the effort and time needed to deliver a course online?
- Will using this technology help me reach the students I teach more effectively?

Faculty should answer "yes" to all of the questions above when deciding to build an online course. If a faculty member answers "no" to any of these questions they should contact the campus faculty trainer/instructional designer to decide what steps they should take to proceed.

STEP 2: GET TO KNOW THE PEOPLE YOU'LL NEED TO KNOW.

- Teaching online requires the assistance and support of a number of people throughout the College. Get to know them and let them know about you so they can help.
- Division Director - Faculty should contact their department chair first. They will need to approve the course before it can be offered online.
- Dean – The Dean will also have to provide approval for the course.
- Instructional Designer – The instructional designer will provide you with any instructional and technical support that you will need during this process.

STEP 3: SUBMIT YOUR PROPOSAL AND GET APPROVAL

- Complete the proposal form that is available online on the faculty page of My-LSCO. The proposal form is a guideline that will direct you in your thought process. It will also re-acquaint you with various features of curriculum development that is very often ignored,
STEP 4: GET YOUR STORY BOARD READY AND MASTER DESIRE2LEARN THAT WILL BE USED TO DELIVER YOUR COURSE.

- Decide how you plan to author your course. You can start by creating a story board on paper. It will help to visualize and put on paper
  - SYLLABUS – Most important part of the course
  - how you want your course to be structured
  - what elements such as links, multimedia components, PowerPoint or html documents will be required
  - number of content modules that you would like to have
  - outside resources that you will be using
  - how you want assignments to be submitted
  - what kinds of and levels of communications will be required for the class
  - how will evaluations occur (unit level exams, proctored exams, final exams etc)
- Mastering the tools comes in stages. In order to get your course up and running effectively, it is imperative that you
  - Attend workshops that will train you and make you more comfortable in dealing with the various twists and turns of using Desire2Learn. The instructional designer will provide regular training in Desire2Learn and in making use of the templates available in Desire2Learn to simplify some of the work involved. These aids are ways to save time, not limit your creativity. The schedule for the trainings will be put up at the beginning of each semester.
  - Work with the instructional designer to put your thoughts/ideas into action.
- Part of deciding how you want to build your course will involve looking at what others have done. You can do this by requesting your colleagues who have online courses to show their courses to you. You can also ask the instructional designer for ideas on how to build your course.
- Pick those strategies and techniques that will work for you. We all bring different talents to the table. We operate at different speeds, using different methodologies. Be yourself.

STEP 5: TIPS ON COURSE DESIGN -- IT’S ALL ABOUT CONTENT AND INTERACTION

Keep it simple and resist the temptations to do otherwise.

- It's about content. There is no point in regurgitating what is already there in the textbook. Use this space to share something more vital, that students will find worth reading and experiencing. Give them a list of resources that will suit different learning styles. There is an abundance of resources available. So choosing wisely is very important.
- In many ways you are a guide to the resources and a facilitator. The way you handle organizing content materials is highly critical to how students will perceive your class and identify with it.
- It’s also about interaction. In an online course there are three types of interaction you will be creating with the activities you plan:

  1. interaction between the student and the content material;
  2. interaction between the student and you; and
  3. interaction among students in the class.
Don't provide anything -- information, links, or functionality -- that you don't expect students to use. And what you do provide should function properly. In other words, navigations should work.

Be very specific in your assignments. Do not have any ambiguity in your instructions. Avoid having your mail box overflowing with emails that could have been easily avoided by being very clear and precise in your instructions.

Use a consistent organizational pattern. It helps to know that links are at the same place on every page.

Make sure content is accurate, technically correct, grammatically correct and easy to follow. Check for authenticity and currency of content before putting it online.

Be aware of the copyright issues, privacy of information, and netiquette with the Internet.

Be open enough to take advantage of technologically savvy students. Encourage your students to report dead links, inactive pages, or other malfunctions in your web course. These can be tweaked even after the course has been set up.

STEP 6: PUT YOUR COURSE ONLINE!!

- Start designing and developing the course online with the help of the instructional designer. By now you would have had your final story board ready after having gone through the whole process of creating your storyboard! You would also have attended some workshops on using Desire2Learn. Now you are ready to see the fruits of your hard work in action. You know exactly what goes where. And you still have your instructional designer to help you, if you feel the need for more help!

STEP 7: BACK IT UP AND KEEP THE BUGS OUT

What can go wrong generally does go wrong at the most inconvenient time.

PLEASE! PLEASE!! PLEASE!!!

- Create a back-up of your course once it has been finalized. You do not want to lose it for whatever reason. Have a copy of all files on your computer.
- Protect your computer from viruses by using anti-virus software. It often happens that students unwittingly transfer the virus on their computer to your computer through emails. It bogs down your computer and also the web-server.

Table of Contents
## Lamar State College-Orange

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

<table>
<thead>
<tr>
<th><strong>Deadlines</strong></th>
<th><strong>New regular / E-pack /Hybrid course</strong></th>
<th><strong>Old regular/ E-pack /Hybrid course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Submit Proposal for <strong>new</strong> course in <strong>Fall</strong> to Division Director, to be taught in coming <strong>Spring Semester</strong></td>
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<tr>
<td><strong>August 30th</strong></td>
<td>Get approval from Division Director, Instructional Designer and the Dean</td>
<td><strong>N/A</strong></td>
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<tr>
<td><strong>September-October</strong></td>
<td>Attend Desire2Learn Training sessions (suggested for new online instructors)</td>
<td></td>
</tr>
<tr>
<td><strong>September-October</strong></td>
<td>Develop <strong>new</strong> course online</td>
<td></td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>Distance Education Committee to make approval decision.</td>
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</tr>
<tr>
<td><strong>December</strong></td>
<td>Get <strong>Final Approval</strong> from the Distance education committee</td>
<td>Make necessary changes</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>Teach <strong>Spring</strong> course</td>
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### Time-line and Checklist to teach Summer/Fall Online course

**Fully Online course, Hybrid and E-pack course**

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<th>New regular / E-pack /Hybrid course</th>
<th>Old regular / E-pack /Hybrid course</th>
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<tr>
<td>January</td>
<td>Submit Proposal for <strong>new</strong> course in <strong>Spring</strong> to Division Director, to be taught in the coming <strong>Summer/Fall Semester</strong></td>
<td>N/A</td>
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<tr>
<td>January 30th</td>
<td>Get approval from Division Director, Instructional Designer and the Dean</td>
<td>N/A</td>
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<tr>
<td>February - March</td>
<td>Attend Desire2Learn Training sessions (suggested for new online instructors)</td>
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<td>Develop <strong>new</strong> course online</td>
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<td>April</td>
<td>Distance Education Committee to make approval decision.</td>
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<tr>
<td>April</td>
<td>Get <strong>Final Approval</strong> from the Distance education committee</td>
<td>Make necessary changes</td>
</tr>
<tr>
<td>June-August</td>
<td>Teach <strong>Summer/Fall</strong> course</td>
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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.)

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<td>Course Number:</td>
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<td>Email Address:</td>
<td>To be offered in</td>
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<td></td>
<td>(Semester, year)</td>
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<td></td>
<td>Is this course in the LSCO inventory:</td>
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<td>Comments (If any):</td>
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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 not briefly explain why):

C: Please specify how this course will be delivered:

☐ 100% Web-based (online only)
☐ Hybrid (online + meet in physical classroom)

D: What are the instructional objectives of this course and how do you plan to measure its success? These will be the course objectives 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>

Other:
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>Tool</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn I: Introduction to Desire2Learn - Basics</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire2Learn II: Using the Content Tool</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire2Learn III: Using the Discussion Tool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire2Learn IV: Using other Communication Tools</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Desire2Learn V: Using the Assignment Tool</td>
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</tr>
<tr>
<td>Desire2Learn VI: Using the Quiz Tool</td>
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</tr>
<tr>
<td>Desire2Learn VII: Using the Grade Book Tool</td>
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<td></td>
</tr>
<tr>
<td>Desire2Learn VIII: Using other Tools</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet browsing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Microsoft Word</td>
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<tr>
<td>Microsoft Excel</td>
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<tr>
<td>Microsoft PowerPoint</td>
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</tr>
<tr>
<td>SoftChalk</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Library resources</td>
<td></td>
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<tr>
<td>Other: (Specify)</td>
<td></td>
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<td></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 Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn I: Introduction to Desire2Learn - Basics</td>
<td>Webinars attended (specify)</td>
</tr>
<tr>
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</tr>
<tr>
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<td>Microsoft Word</td>
</tr>
<tr>
<td>Desire2Learn IV: Using other Communication Tools</td>
<td>Microsoft Excel</td>
</tr>
<tr>
<td>Desire2Learn V: Using the Assignment Tool</td>
<td>Microsoft PowerPoint</td>
</tr>
<tr>
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<td>SoftChalk</td>
</tr>
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<td>Desire2Learn VII: Using the Grade Book Tool</td>
<td>Library resources</td>
</tr>
<tr>
<td>Desire2Learn VIII: Using other Tools</td>
<td>Other (Specify):</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 Options</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Desire2Learn VIII: Using other Tools</td>
<td>Other (Specify):</td>
</tr>
</tbody>
</table>
Approved by the Division Director: ☐ Yes ☐ No
Comments (If any):

Comments/Feedback from the Instructional Designer:

Final approval by the Dean: ☐ Yes ☐ No
Comments (If any):

Table of Contents
The distance education course standards were created for the purpose of assisting instructors in the creation of their Desire2Learn classes. Each section of Desire2Learn 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 stand in front of your class and lecture for an hour then that lecture should be transferred into typed lecture notes to be placed in the content module

Assessment Tools

**Assignment Tool – Required** (if assignment tool is not used, the quiz tool must be used)
- An easy way for students to turn in their work and an easy way for instructors to grade their work
- 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 – Recommended**
- 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 is automatically graded by Desire2Learn

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

**Communication Tools**

**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.

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:
- Important campus dates (i.e. drop dates, campus closing, graduation dates)
- Assignment due dates
- Quiz dates
Chat dates and times

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

Mid-Semester Evaluation of Desire2Learn 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?

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

☐ Are assignments being graded on time?

☐ Is feedback being given on assignments either individually or generally to the whole class?
Is the Quiz section being utilized?

☐ Are quizzes being graded so that students can re-access the materials to view them?

Comments:

Site examined by: ________________________________________________________________

Date: __________________________________________________________________________
Lamar State College – Orange

Name of Department
Name of Division
Semester

SYLLABUS for Name of Course – Course Number

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

Required Textbook:

Supplementary Materials: (indicate if required.)

Course Objectives: (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 course objectives:

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\(^1\):

- 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 in the Desire2Learn tutorials)

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)
Lamar State College – Orange

Proctor Procedures

Students who live far from the College or for some reason are not able to take exams in the campus, must identify a proctor and make appropriate arrangements with their instructors. It is the responsibility of the 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 with sufficient notice (5 business days).

**Proctor Responsibilities**

1. Complete, sign and date the 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 devices 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 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. Instructor mails/emails a list of all exam dates for the semester and copy of syllabus to the proctor, if required.
5. Instructor mails/emails test papers, Scantrons and any other required materials to the proctor approximately 5 business days before the beginning of exam, with instructions for administering the exam.
6. The instructor verifies by phone and/or email that the exams have been received by the proctors.
7. Provide proctor with mailing address, if required for shipping the exam papers.
Lamar State College – Orange
Proctored Examination Form

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: __________________________________________________

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: ____________________________________________________

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: ___________________________________________________________________

Date: _______________________________________________________________________

APPENDIX I
Section 4

Distance Education Instructional Policies
Lamar State College-Orange

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. 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 Academic Programming Committee and approved by the Dean of Instruction before implementation;
   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.” Developmental rate for publisher-developed courses are paid one-half of the course credit-hour equivalency;

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.
g. 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 will be paid as regular faculty course load;

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

i. 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 Office of Institutional Effectiveness will collaborate with the Instructional Designer and 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;
   b. Training requirements can be attained through external sources such as workshops, seminars, courses through the Virtual College of Texas, 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 by distance education students. All requests for information 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 “Self-Evaluation for Potential Online Students” 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. Normal complaint procedures are followed for all students including distance education students.

V. Continuing Education/Workforce Development

Continuing education and non-credit courses are subject to approval by the Director of Continuing Education/Workforce Development, the Dean of Instruction, and the Vice President for Academic Affairs.

1. Identification of Need
   a. A market survey of continuing education enrollees, area school districts, businesses and industry is conducted annually to determine the level of desire for distance education continuing education courses and specific topic areas;
b. Courses offering CEU (continuing education units) or CPE (continuing professional education) credits are targeted for distance education delivery when possible;
c. Student course evaluations include a request for future distance education class offerings.

2. Integration
   a. Offerings are listed on the Texas State University System (TSUS) website;
   b. Offerings are listed on the Texas Distance Education website of the Texas Higher Education Coordinating Board (THECB).

3. Development and Delivery
   a. All distance education offerings are subject to the institutional approval process found in Section 4.1.2;
   b. All non-credit distance education teachers must have the appropriate training related to the proposed method of development and delivery;
   c. The Director of Continuing Education/Workforce Development has authority to negotiate pay for development and/or delivery for distance education courses offered for CEU credit.

4. Support Services
   a. All support services available for credit students are also accessible by non-credit students;
   b. The Continuing Education/Workforce Development Office provides additional support services for CEU students.

VI 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 evaluation plan;
   b. Evaluation data and improvement plans are made accessible to all campus constituencies via the LSC-O home page 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 Distance Education Committee and the Director of Institutional Effectiveness have primary responsibility for development of 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

<table>
<thead>
<tr>
<th>Course ID:</th>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewer Name:</th>
<th>Reviewer Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td></td>
<td></td>
<td>Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.</td>
</tr>
</tbody>
</table>

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

2) The instructor has set clearly stated expectations for interaction with the students via e-mail, phone, and/or office hours. [ ] [ ]

3) The interaction expectations set by the instructor are both reasonable and sufficient. [ ] [ ]

4) The course objectives are in accord with those stated. [ ] [ ]

5) Course policies such as penalties for late work, plagiarism, make-up tests, etc., have been clearly outlined. [ ] [ ]
### Assignments and Quizzes

| 7) | The assignment due dates are clearly stated in the Assignment Tool. | ☐ | ☐ |

| 8) | The test/quiz due dates are clearly stated in the Quiz Tool. | ☐ | ☐ |

| 9) | 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. | ☐ | ☐ |

### Course Content

| 10) | Course content such as graphics, web links, lecture notes, etc., are present in the course content area. | ☐ | ☐ |

| 11) | The content area is easy to follow/well organized. | ☐ | ☐ |

| 12) | The content is in the correct format. | ☐ | ☐ |

| 13) | Students have been provided clear direction for course navigation. | ☐ | ☐ |

### Discussion Board and Chat Rooms

| 14) | Course contains Discussion Board assignments. | ☐ | ☐ |

| 15) | Course contains chat opportunities, if appropriate. | ☐ | ☐ |
Lamar State College-Orange

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.
Lamar State College-Orange

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
### 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 years(^1)(or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation(^2))</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 notice(^3)</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 eliminated common law copyright</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>
</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(c)).

\(^3\) 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.phtmlhttp://www.lib.umn.edu/copyright/checklist.phtm
Copyright Resources


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

“Copyright Tutorials-15 Resources.” *EUDCAUSE Review Magazine* 45.3 (May/June 2010): 


<http://www.lib.umich.edu/copyright/using-copyrighted-material#a10>.
FYI. We’re good!

Carla L. Dando
Dean of Instruction
Lamar State College -- Orange
409-882-3976 (V)
409-882-3985 (F)
409-779-4716 (C)

"I've learned from experience that the greater part of our happiness -- or misery -- depends on our dispositions and not on our circumstances." Martha Washington

As you know, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has an obligation to the U.S. Department of Education to review and approve changes of a substantive nature initiated by its member institutions between decennial reviews. In 2010, SACSCOC revised its Substantive Change Policy to include expanded reporting requirements mandated by new federal regulations. Due to this increased burden on institutions and on the Commission to approve newly-regulated changes, at its meeting in December 2012 the SACSCOC Board of Trustees revised the Substantive Change Policy to eliminate the need for prior notification of many, but not all, types of substantive change.

The revised Substantive Change Policy has been posted on our Web site, www.sacscoc.org. It indicates the changes that will continue to require notification prior to implementation. Staff has prepared the list of those below. Immediately following that list is a summary of changes that no longer require a letter of notification.

Other changes to the policy include (1) referencing the revision and name change of the current Commission policy, “Collaborative Academic Arrangements,” to that of “Agreements Involving Joint and Dual Academic Awards,” (2) updating processes for approval of substantive change to ensure that all final approvals rest with the SACSCOC Board of
Trustees, (3) updating the table that lists all substantive changes that require notification and/or approval, (4) adding, where appropriate, references to the Commission policy, “Distance and Correspondence Education,” (5) adding a brief phrase on page 18 indicating that an institution’s response to the Report of a Substantive Change Committee should be submitted within five months of the committee visit, and (6) inserting as part of the prospectus in Appendix B the requirement to address student support services (Item 7 on p. 26).

Substantive Changes requiring letters of Notification prior to implementation:

- Initiating an off-campus site at which a student may earn at least 25% but less than 50% of credits toward a program (please be sure to include the street address and starting date).
- Moving an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students. The letter of notification must include the address of the old site, the address of the new site, and the starting date of the new site.
- Offering for the first time credit courses via distance learning/technology-based instruction by which students can obtain at least 25% but less than 50% of their credits toward an educational program.
- Initiating programs/courses delivered through contractual agreement or a consortium. This provision does not apply to articulation agreements with other institutions, clinical agreements, or internship agreements.
- Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the accredited institution. A copy of the signed agreement must be provided.
- Repackaging of existing approved curriculum to create a new degree level, such as an institution that offers a full 120-hour baccalaureate program creating an associate degree from its lower-division offerings.
- Initiating a merger/consolidation, change of governance/means of control.

Substantive Changes NOT requiring letters of notification and not requiring Commission approval:

- Adding approved programs (significantly different or not) to an approved off-campus site.
- Adding approved programs to the institution’s electronically delivered offerings.
- Adding approved correspondence courses/programs that are different from those initially approved for delivery via correspondence.
- Initiating articulation agreements with other institutions, clinical agreements, or internship agreements.
- Initiating degree completion programs offering 25%-49% of an educational program at an off-campus site.
Please DO NOT send letters of notification in advance of submitting a prospectus for the following changes that require Commission approval prior to implementation:

- Submitting an Application for Level Change.
- Submitting a prospectus for approval of an off-campus site to offer 50% or more of a program.
- Submitting a prospectus to offer, for the first time, 50% or more of a program via distance delivery.

For these three cases, please submit only the prospectus/application with a cover letter indicating the nature of the change.

If you have any questions after reviewing the lists and reading the Substantive Change Policy, please feel free to contact Dr. Sarah Armstrong, Director of Substantive Change, at sarmstrong@sacscoc.org.

Belle Wheelan

Belle S. Wheelan, Ph.D.
President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033
(404) 679-4512
(404) 679-4528 (FAX)
bwheelan@sacscoc.org
Faculty Survey Data - 2011

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

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

![Bar chart showing the distribution of responses to the first question.]

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Less than once a month</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>More than once a month</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>More than once a week</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Once a week</td>
<td>2</td>
</tr>
</tbody>
</table>

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

![Bar chart showing the distribution of responses to the second question.]

- Less than once a month: 3
- More than once a month: 1
- More than once a week: 6
- Once a week: 2
Question 3

If you are not teaching a totally online or hybrid class, which of the following D2L tools do you use?

<table>
<thead>
<tr>
<th>Tool</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>7</td>
</tr>
<tr>
<td>Email</td>
<td>9</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>3</td>
</tr>
<tr>
<td>Pager</td>
<td>3</td>
</tr>
<tr>
<td>Chat</td>
<td>0</td>
</tr>
<tr>
<td>Assignments</td>
<td>3</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1</td>
</tr>
<tr>
<td>Gradebook</td>
<td>3</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 4

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
</tbody>
</table>
Of the eight training sessions offered for a complete D2L workshop, how many did you attend (approx)?

<table>
<thead>
<tr>
<th>Sessions Attended</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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<td>1</td>
</tr>
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<td>4</td>
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<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Several</td>
<td>1</td>
</tr>
</tbody>
</table>

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

---

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

<table>
<thead>
<tr>
<th>Scale</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat effective</td>
<td>3</td>
</tr>
<tr>
<td>Very effective</td>
<td>17</td>
</tr>
</tbody>
</table>
Question 7

Continue current plan and training sessions 1
Faculty shadowing or mentoring 1
Grouping topics so that we do not have 8 to attend. 1
I can't think of a way to improve it, really. 1
I don't have any at the moment. 1
I have had no trouble using the system, even without training. 1

Maybe continue training with more advanced features/elements 1

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. 1

N/A
nothing at this time 1
The online training is good as is. 1
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" 1

Where can we find a schedule of training offered? 1
Question 8

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.

Question 9

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Have your problems been resolved?
**Question 10**

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

- Effective: 6
- Somewhat effective: 4
- Very effective: 18

**Question 11**

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

- Effective: 5
- Somewhat effective: 3
- Very effective: 17

**Question 12**

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

- Effective: 10
- Somewhat effective: 4
- Very effective: 12
Question 13

Which of the following tool(s) have been most beneficial to you in your teaching?

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

Question 14

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

- No 11
- Yes 13
Question 15

Less than once a month: 1
More than once a month: 1
More than once a week: 13
Once a week: 5

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

Question 16

Email: 23
Discussion Board: 11
Pager: 4
Chat: 2
None of the above: 3

Which form(s) of communication do you prefer to use to communicate with your students?
Question 17
Would you teach another online course?

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Question 18
Do you want additional training in the use of the D2L?

<table>
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Question 19
Overall, rate your experience teaching a course in Desire2Learn.

<table>
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<tr>
<td>Total</td>
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</table>
#14--It frustrates me to know that my online students don't always access Content to see my course notes with helpful learning tips, images, etc. They don't take advantage of the "guided" learning that I provide. Also, most of my online students don't bother to come by my office to look at graded exams. Because of these things, I don't feel that my online students are learning as much as my F2F students. I definitely want to continue learning more to enhance my existing course. Capturing screen shots and adding the voice would be really cool to know!!!

Bhagya answers all my questions as they come up so I'm good.

Bhagya has been extremely supportive and understanding. She deals with my requests immediately and effectively.

Dean and Division Chair have been constant obstacles when trying to develop new courses online. The chain of command on the development of a new online course is NOT clear. It needs to be communicated to faculty so administration does not continue to serve as a blocker!

Even though most students don't have problems using D2L, I would like to go back to having orientations. I think it would get the students off to a better start. It is also VERY confusing to the students when we have D2L and a textbook-provided website. They don't understand the difference and it seems difficult to explain, especially when you don't actually see them during the semester!

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.