



# **POLICY AND PROCEDURES**

**FOR**

**ONLINE PROGRAMS AND COURSE DELIVERY  
AT SOUTHERN UNIVERSITY  
BATON ROUGE CAMPUS**

# TABLE OF CONTENTS

## **SECTION I: POLICY STATEMENT**

## **SECTION II: DEFINITIONS**

- A. Online/Distance Education
- B. Fully Delivered Online Course (FDOC)
- C. Hybrid Course Delivery (HCD) or Blended Course Delivery (BCD)
- D. Asynchronous Communication
- E. Synchronous Communication

## **SECTION III: INSTITUTIONAL EFFECTIVENESS**

- A. Accreditation Notices
- B. Adequacy of Technical Support and Facilities
- C. Academic Freedom

## **SECTION IV: CURRICULUM AND INSTRUCTION**

- A. SUBR Online Committee
- B. Announcement of Course Offerings
- C. Marketing of SUBR Online Courses
- D. Assessable Tools, Materials and Resources
- E. Asynchronous and Synchronous Provisions

## **SECTION V: FACULTY SUPPORT**

- A. Faculty Workload for Online/Distance Delivery Support
- B. Recommended Maximum Faculty Course Load and Class Size
- C. Faculty Compensation
- D. Evaluation of Faculty participating in Online Delivery
- E. Support for Faculty participating in Online Delivery
- F. Training of Faculty for Distance Education Delivery
- G. Responsibility of Department/Program Re: Faculty Readiness for Online Delivery

## **SECTION VI: STUDENT SUPPORT**

- A. Notice to Prospective Students Regarding Support Services at SUBR
- B. Administrative Support Towards the Completion of the Online Program
- C. Technical Facilities, Faculty and Budgetary Support for the Online Process
- D. Adequate Notice to Student regarding qualifications, required technology and Competence, Program Cost.
- E. Notice to Student regarding the Nature of Online Learning
- F. Student Services to Address Challenges of Learning at a Distance
- G. Creating a Sense of Community for the Online Student

## **SECTION VII: EVALUATION AND ASSESSMENT**

- A. Assessment of Activities and Student Achievement Compared to Intended Learning Outcomes
- B. Evaluating the Level of Student Learning
- C. Evaluating Satisfaction with the Content and Delivery of the Course Experience
- D. Secure Login and Security of Exams and Course Activities
- E. Security of Personal Information During Assessments and Evaluations

## **SECTION VIII: PROGRAM EFFECTIVENESS MEASUREMENT**

- A. Measuring Program Effectiveness
- B. Institutional Evaluation of Online/Distance Learning Programs will be Consistent the Evaluation of All SUBR Academic Programs

## **SECTION IX: INTELLECTUAL PROPERTY**

- A. Intellectual Property Rights and Ownership of Materials

## **SECTION X: OTHER PROVISIONS**

- A. Hiring of Adjunct Faculty
- B. Online Display of Tuition and Fees
- C. Online Display of Academic Online Calendar
- D. Designation of Online Faculty
- E. Privacy of Students Enrolled in Online Programs/Courses

## **REFERENCES:**

**INTELLECTUAL PROPERTY**

## **APPENDIX A:**

A1. Online Course Syllabus Template – reflects quality standards, best practices of course design which is a summary of contents

## **APPENDIX B:**

B1. Check list for online course/program builders at SUBR

## **APPENDIX C:**

C1. Resources for Online and Blended Course Instructors  
Additional Online Terminology

## I. POLICY STATEMENT

Southern University at Baton Rouge (hereinafter referred to as “SUBR”) is committed to providing quality courses regardless of the delivery format. As such, this policy focuses specifically on the best practices and strategies for online/distance learning and course delivery. Within this context, SUBR further endorses the following high quality standards/guidelines for course design, instruction, associated support services, evaluation and assessment, use and distribution of course materials, the rights and responsibilities of parties and all related matters associated with online/distance learning.

This policy is additionally designed to assist SUBR in the fulfillment of its educational mission and role in accordance with all applicable laws, rules and regulations promulgated by the State of Louisiana, the Louisiana Board of Regents and the Southern University and Agricultural & Mechanical College System (SUS).

## II. DEFINITIONS

### A. Online/distance Education

Online/distance education is defined as a delivery of educational courses and programs which uses a wide range of educational and telecommunication technologies including satellite and web-based technologies which incorporates learning management systems with synchronous and/or asynchronous modes of communication. This mode of delivery requires special techniques of online/distance course design and grounded instructional techniques to enhance online/distance students learning outcomes (OSLO), as well as special organization and administrative arrangements.

### B. Fully Delivered Online Course (FDOC)

FDOC means a course in which **80 to 100%** of the instruction is entirely delivered online, with the following two (2) variances:

- Students and instructors meet exclusively only and the course is delivered entirely online. The entire curriculum is delivered and course orientation as well as evaluation and performance testing are all conducted online using course management software with asynchronous and synchronous tools of communication.
- Students and instructors only meet on-campus for orientation and/or evaluation and performance testing. All other class activities will be performed online using course management software with synchronous and asynchronous tools of communication. In this case, the online student spends

**5-20%** of learning time on campus engaged in face-to-face interactions with instructor.

### **C. Hybrid Course Delivery (HCD) or Blended Course Delivery (BCD)**

Hybrid Course Delivery or HCD refers to a course in which **20 to 50%** of the instruction is entirely delivered online. Hybrid courses blend face-to-face interaction such as in-class discussions, active group work, and live lectures with typically web-based educational technologies such as online course cartridges, assignments, discussion boards, and other web-assisted learning tools to form an integrated instructional approach. The course's goals and objectives are achieved through the explicit integration of out-of-class activities delivered through the use of learning technologies and in-class activities. The degree to which the design of hybrid courses utilizes traditional classroom and online learning environments varies. SUBR defines Hybrid as a course in which **20 to 50%** of its curriculum is delivered online. One variant could be that in an 18-week semester, the students meet every other week on campus with the instructor (face-to-face or f2f) and the remaining course objectives are delivered online.

### **D. Asynchronous Communication**

Asynchronous Communication is a mode of telecommunications in which a simultaneous presence of individuals is not required for communication to take place. Examples are e-mail, discussion forums, text messaging, and recordings. With these technologies, students can communicate at their own pace using web-based tools such as online Chat and web conferencing.

### **E. Synchronous Communication**

Synchronous Communication is a mode of scheduled direct telecommunication in which a simultaneous presence of individuals is required for communication to take place. Examples are web-based tools such as online Chat and web conferencing.

## **III. INSTITUTIONAL EFFECTIVENESS**

### **A. Accreditation Notices**

SUBR's online/distance degree programs are initiated by notifying the Commission on Colleges—Southern Association of Colleges and Schools (COC-SACS) to request an evaluation of an offering as a major or substantive change. Accordingly, SUBR will further comply with any and all additional accreditation requirements and/or standards imposed on its colleges, schools and departments for online/distance course delivery.

## B. Adequacy of Technical Support and Facilities

SUBR will provide adequate technology for its online/distance course offerings through the Office of Technology and Network services (TNS) as well as other facilities that are required and accessible to both faculty and students. TNS is equipped with technology (i.e., software, equipment and facilities) appropriate for instructor and student interaction; TNS provides the appropriate facilities to accommodate curricular commitments and technical assistance is available for students and faculty with their use of the institution's Learning Management System (LMS).

## C. Academic Freedom

SUBR faculty members engaged in online/distance education are entitled, like other faculty, to academic freedom as a teacher, researcher and citizen in full accordance with the provisions of the 1940 *Statement of Principles on Academic Freedom and Tenure*, jointly developed by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors (AAUP) which is endorsed by more than two hundred educational and professional organizations.

# IV. CURRICULUM AND INSTRUCTION

The curriculum and instruction of online/distance courses will be fully comparable in rigor to the same curriculum delivered on the SUBR campus. The following principles will apply:

- **Course Overview and Introduction**

The overall design of the course will be made clear to the students at the beginning of the course.

- **Learning Objectives**

Learning objectives will be measurable and clearly stated. Learning objectives will clearly describe what students are expected to know or should be able to do by the end of the course.

- **Assessment and Measurement**

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

- **Instructional Materials**  
Institutional materials will be sufficiently comprehensive to achieve stated course objectives.
- **Learner Interaction and Engagement**  
Forms of interaction incorporated in the course will be designed to motivate students and to promote learning.
- **Course Technology**  
Course navigation and technology will support student engagement and ensure access.
- **Learner Support**  
The course will facilitate student access to institutional support services essential to student success.
- **Accessibility**  
The course will demonstrate a commitment to accessibility for all students.

#### **A. SUBR Online Committee**

Online/distance courses and programs are derived from a collaborative partnership between the delivering college, department, SUBR Online Committee, and collaborative partners.

SUBR Online Committee members are credentialed professors, technicians and heads of academic disciplines/programs. Assurance of quality and standards for online/distance programs and courses are provided by this committee whose members are trained and qualified by standards in online design, development and teaching. As one of SUBR's collaborative partners, Quality Matters™ (QM) includes certified peer-reviewers and institutional representatives experienced in evaluating, planning, developing, implementing and managing web-based learning environments, as well as designing, developing, building, and facilitating online/distance and blended/hybrid courses.

#### **B. Announcement of Course Offerings**

SUBR and its collaborative partners will announce and market online/distance courses to the general public through established protocol as traditional on-campus courses. An online/distance and/or on-campus orientation shall be provided and/or



required at the outset of each online semester expressly for student preparation and readiness to take full or blended online courses.

### **C. Marketing of SUBR Online Courses**

SUBR and its collaborative partners will develop a specific set of provisions based on pertinent rules, regulations, services and conditions to govern the marketing of online/distance courses. Additionally, the marketing and advertising of online/distance courses will adhere to the same protocol required for traditional courses and degree programs at SUBR, as well as marketing done by collaborative partners (i.e., stakeholders may apply).

### **D. Assessable Tools, Materials and Resources**

SUBR will provide and make available to online/distance learning students non-proprietary (i.e., open source or free) software, tools and related resources. These will include:

- Operating systems;
- Applications; and
- Contents

### **E. Asynchronous and Synchronous Provisions**

When utilizing asynchronous communications, the facilitator/instructor will post a schedule of availability, office/virtual hours, statement of minimum response time and preferences for responding (i.e., to email, chats, etc.). Where synchronous communications are utilized, the facilitator/instructor's communication source will come from a range of online options that are available (e.g., Skype, Wimba, Live Text, Pal Talk, etc.). The facilitator will also post a companion schedule.

## **V. FACULTY SUPPORT**

### **A. Faculty Workload for Online/Distance Delivery Support**

SUBR faculty workload for teaching online/distance learning courses will be as follows:

- Online/distance courses will be included in faculty normal course loads for online courses taught on campus using the Learning Management System (LMS) such as Blackboard, etc.

- Online courses taught (Fully Online) in connection with SUBR's partnership with the EOServe Corporation shall be considered extra or overload courses and compensation to faculty will be paid as such (i.e., outside of the normal faculty course load).

## B. Recommended Maximum Faculty Course Loads and Class Size

SUBR recommends the following maximum course loads per online/distance semester:

- Online/distance semesters may vary with the normal period being eight (8) weeks. It is recommended that no faculty be allowed to teach more than two online/distance courses, in addition to his/her regular (traditional classroom (f2f)) teaching load as prescribed by the University and/or faculty handbook. This shall apply to undergraduate level courses as well as graduate level courses. Exceptions may be made based on the actual f2f course load of the faculty. Such exception must be approved by the program's department head and Dean of the perspective college housing such online/distance program.

SUBR recommends the following maximum class size for a fully delivered online/distance course:

- Due to the coordination of and reliance on technology, computer equipment and software, together with traditional pedagogy and instruction, online/distance course delivery provides for a unique form of course delivery. Due to its uniqueness, consideration of class size is critical in assuring and/or maintaining standards of quality. Therefore, it is recommended that the maximum class size of thirty-five (**35**) students for a course in an undergraduate program and twenty-five (**25**) students for a graduate program.

## C. Faculty Compensation

Faculty compensation for developing, designing and teaching online/distance courses will be as follows:

- Faculty will be compensated in accordance with normal policy regarding faculty course load for courses taught on campus using a University LMS system such as Blackboard, etc.
- Faculty will be compensated in accordance with SUBR's partnership agreement with the EOServe Corporation for courses developed, designed and/or taught (Fully Online).

#### **D. Evaluation of Faculty Participating in Online/Distance Delivery**

Faculty who choose to participate in online/distance course delivery are expected to undergo performance evaluations for the purpose of maintaining quality course delivery and thereby enhancing student retention and success. The evaluation of faculty shall be in accordance with the process set forth in the Evaluation and Assessment section of this policy.

#### **E. Support for Faculty Participating in Online/Distance Delivery**

SUBR will provide support for faculty involved in online/distance education in the following ways:

- If needed, priority consideration will be given to new technology purchases and updates at the departmental or college level.
- Priority technical support will be provided in the design and maintenance of delivery systems, as provided by the Office of Technology.
- Ongoing leadership support will be provided when based on periodic faculty training seminars, a strong support staff (in the technology department) dedicated to faculty online/distance learning concerns, and development of user-friendly templates for designing course materials that optimize the full range of University resources.
- As needed, other forms of support will be provided by the academic department and the Dean (e.g., release time and/or compensation for course development) will be provided.
- The coordination of schedules, proctors and troubleshooting (as needed) by the Office of Southern University at Baton Rouge Online (SUBRO) and/or EOServe Corporation (during the existence of SUBR's partnership agreement with EOServe) will also be provided.

#### **F. Training of Faculty for Online/Distance Education Delivery**

In order to develop high quality online/distance education courses and programs, faculty must have sufficient time to develop the course and to receive training in the technology used to deliver the course.

Technological support for faculty includes on-going orientation and training programs available through the Office of SUBRO and/or the Office of Technology. Also, if applicable, there will be opportunities for one-on-one technological assistance, available for faculty through trained technicians available during lab hours on campus and where applicable and technical assistance provided by EOServe Corporation through its various support outlets.

Also, in the interest of quality assurance, it is recommended that faculty who choose to build a course for online/distance delivery should begin development of the course no later than the semester immediately preceding the semester in which the course will be delivered.

All faculty involved in online/distance education courses must be proficient in the delivery of this type of education and should possess a working knowledge in the design of online/distance education courses. Instructors should be familiar with the following topics related to online/distance education course design and instruction:

- The SUBR online/distance education course development process includes: procedures, contact information, timelines, preferred content formats, materials submission protocols, and best practices.
- Instructional design issues used in developing or converting courses includes: syllabus concerns; formulating student-centered learning objectives and course outcomes; developing appropriate assignments/activities for the online/distance education environment; varying information/activity presentation to allow for different learning styles; assessment strategies including an early assessment of student capability to succeed; and choosing the best technologies available for course delivery.
- Training in Quality Matters (QM) for quality assurance in the development and design of an online class.
- Understanding online/distance education students, their needs, and their expectations.
- Knowledge of eCollege, Blackboard, or the LMS system in current use for the purpose of an online/distance education accompanied by an in-depth training in the appropriate LMS for those who choose that environment for delivery.
- Websites should be organized to ensure user-friendliness for Blackboard users that will cover division and folder structures.
- Communication techniques including e-mail, discussion board, and chat will be used.
- An online/distance education community will be created through grouping.
- Hands-on training will be used in converting existing documents, PowerPoint presentations, etc., into html format for web delivery, if applicable.

- Descriptions of and instructions on remote access to general and subject-specific library resources will be made available to augment online/distance education courses.
- Library services will be made available to online/distance faculty and learners.
- An overview of current "best practices" will be conducted regarding the fair use of copyrighted materials in online/distance education delivery.
- Strategies will be developed to help identify and prevent future problems (should include contingency plans for equipment failure, etc.).
- Administrative strategies will be developed to manage online/distance education courses.

Faculty teaching online/distance courses must be proficient in the following basic computer skills prior to beginning the course:

- Working knowledge of computer hardware used to teach online courses;
- Computer file management;
- Document preparation;
- E-mail; and
- Web browsing

Faculty members utilizing course cartridges, compressed video or other media delivery must be proficient in the following areas:

- Operation of the equipment;
- Video etiquette;
- Presentation techniques;
- Contingency planning for equipment breakdown and problems;
- Class interaction strategies;
- Proctor responsibilities; and
- Contact information

## **G. Responsibility of Department/Program Regarding Faculty Readiness For Online/Distance Delivery**

It is the responsibility of the academic department/program aided by the advice and/or directives of the SUBR Online Committee or the Office of SUBRO, to ensure that instructors have the indicated requisite skills necessary to deliver online/distance education courses. Faculty may become proficient in the development and delivery of online/distance education courses and programs, web delivery and compressed video delivery by successfully completing performance-based training sessions offered each semester by the Office of SUBRO and/or the Office of Technology. The training sessions are a combination of group meetings, individual consults, hands-on labs and web-based instruction.

Finally, SUBR faculty must realize that the decision to use online/distance learning will be made on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery mechanism. The exciting and rewarding part of designing and implementing online/distance education for instructors, as content experts, is the opportunity to see their discipline from new perspectives and to revitalize their teaching methodology.

## **VI. STUDENT SUPPORT**

### **A. Notice to Prospective Students Regarding Support Services at SUBR**

Prior to admission, students may log on to the [SUBR's website](#) and obtain information regarding the various student support services provided by the institution. Also, students will be provided with information regarding how to contact faculty advisors.

### **B. Administrative Support Towards Completion of the Online/Distance Program**

The SUBR Office of Admissions and the Office of the Registrar will be responsible for providing information and assistance to students interested in completing a degree or certificate online. SUBR has an electronic registration system called BANNER that allows students to register online and also find more information regarding the various degree and certificate offerings. Information regarding the total number of courses required and/or offered by each (online/distance degree offering) program and information regarding the course schedule for each semester during an academic year (i.e. academic calendar for online course offerings) will be provided to students via the SUBR official website and/or via a dedicated link to programs and courses offering online/distance degrees and courses.

The [Office of Financial Aid](#) is responsible for providing information and assistance to students who are interested in applying for financial assistance. The Office of Financial Aid further provides ongoing support and resources for any student throughout his/her entire tenure. Currently, students preparing to seek a degree or take courses online at SUBR should inquire and/or apply for assistance under the normal process for obtaining financial aid.

### **C. Technical Facilities, Faculty and Budgetary Support for the Online Process**

SUBR is committed to supporting the student through the continuation of the program by providing adequate facilities and faculty support as well as budgetary allocations. SUBR further provides a variety of technical support and access for students as well as faculty through its office of Technology and Network services (TNS). Student assistance is provided through TNS by a team of qualified technical personnel. Assistance can be provided in a face-to-face meeting or at a distance via phone conference or email communication. TNS has been instrumental in providing access to facilities for the training of faculty in the use of the University's LMS.

Programs/departments approved for offering online degrees must assign an adequate amount of qualified faculty to teach or facilitate the course sequences that leads to the degree program. SUBR has provided budgetary support for online/distance degree and course delivery by purchasing necessary LMS and Assessment software such as Blackboard and Live Text which allows faculty to design online/distance courses and assess student performance and progress. SUBR has also allocated resources providing for a centralized online/distance education office with a mission of coordinating efforts with key personnel and administrative offices for the purpose of ensuring the efficacy of the online/distance degree and the course offering process as well as assisting with and/or overseeing faculty training, faculty performance, establishment of online/distance degrees and courses, tracking degrees and course offerings for data collection consistent with various University goals and objectives, etc.

### **D. Adequate Notice to Students Regarding Qualifications, Required Technology and Competence and Program Costs**

Each department offering degrees and/or courses online is responsible for providing information to students regarding the qualification and technology as well as the technical competence required before participating in an online/distance course or program. Faculty syllabus will provide the necessary information regarding the technology needed for student success in navigating through the course. Also SUBR, the Office of SUBRO and/or a department offering a degree or course(s) online will provide a "fact" or information sheet explaining the qualifications necessary for entry into and completion of the online/distance course or program. Students may go to the SUBR website and/or the link to each department offering online/distance degrees to obtain information regarding the estimated program costs.

## **E. Notice to Students Regarding the Nature of Online/Distance Learning**

Before entering a program or enrolling in a course, the prospective online/distance student(s) will be given a fact or information sheet regarding the nature of the online/distance learning environment. Also, the student(s) will be given an online/distance readiness “checklist” and/or a “questionnaire”.

## **F. Student Services to Address Challenges of Online/Distance Learning**

It is apparent that the very nature of online/distance learning creates challenges for the online student. SUBR recognizes some, if not all of these challenges, and therefore provides appropriate services to address those challenges, many of which may be found at the [SUBR's website](#) under the [Student Resources page](#) link. In addition, students will be provided with an Academic Advisor to assist them with various pertinent academic issues, a Financial Aid Advisor to assist the student with obtaining pertinent information and answering questions concerning financial aid and an Admissions Counselor at the outset to assist the student with the admission and registration process. Finally, SUBR has established a Center for Learning and Teaching Excellence (CLTE) that is designed to elevate the learning experiences of undergraduate students, and improve student retention and graduation rates at SUBR. Also, SUBR will provide assistance to students with special needs via the [Office of Disability Services \(ODS\)](#).

Other services provided by SUBR to students by online/distance learning programs include the SUBR website and BANNER. These sources provide student access to accurate and timely information about the institution, its programs, courses, costs and related policies including but not limited to admission application, registration and pre-registration advising, information on financial aid, scholarship awards, career counseling, academic transcripts viewing and academic progress information.

## **G. Creating a Sense of Community for the Online/Distance Student**

It is important for students who are learning through an online/distance environment be made to feel a part of the overall campus community. SUBR has in place the various student services mentioned earlier that are available to the online/distance learning student in a similar manner as they are for students who are physically on campus. Also, SUBR's faculty is encouraged to promote study groups and also allow students to communicate with each other through forums such as Student Coffee Shop where students interact with each other aside from the normal discussion board (which are class assigned discussions). The institution will provide ongoing information regarding events on campus that are open to the public. Important meetings regarding the institution may be observed through multimedia links that are available to online/distance students as well as students on campus. The institution encourages online/distance students to participate in graduation ceremonies and other campus



events. The learning needs of students educated online/distance are often identified by using instruments such as fact sheets or questionnaires designed to obtain the information necessary to appropriately assist students.

## **VII. EVALUATION AND ASSESSMENT**

Online/distance courses will be evaluated according to the standards utilized for Regular courses and identified by the Southern Regional Education Board (SREB), Southern Association of Colleges and Schools (SACS) and Quality Matters™(QM). Evaluation and Assessment of electronically delivered courses, faculty and programs take place in the context of the policies and procedures of all existing academic programs. It is not the intent of this policy to supplant any existing policies set forth by SUBR, but where necessary, to define new or to expand existing policies and procedures to ensure the most effective implementation and support of online/distance courses and programs. Multiple assessment methods, including frequent interaction between the professor and students through electronic means, telephone, or in-person channels will be highlighted. These assessment methods can include participation in discussion boards and chat rooms, on-line group projects, progress reports, peer assessments or other interactive assessment techniques.

### **A. Assessment of Activities and Student Achievement Compared to Intended Learning Outcomes**

The ability of a student to succeed in an online/distance education class depends on his or her ability to understand the class structure, the technology and the assessment measures. Informing students of what skills and technology are needed for particular online/distance education courses and using formative and summative measures to inform them on how they progress in the online/distance course will allow them the opportunity to do a self-assessment of their capability to succeed in the course. This will improve student retention and success in the online course or program.

### **B. Evaluating the Level of Student Learning**

Evaluating student learning depends on defining measurable learning outcomes and then assessing students against the expected outcomes stated. SUBR faculty teaching online/distance courses are all QM certified and courses are designed using the QM standard. Course content and learning outcomes are well-aligned and appropriate to the level of the course and the levels of the learners. Student learning is assessed at the formative level using semester testing and quizzing, but also summative at the end of courses or programs. These quantitative data are closely analyzed and used as gauges in assessing how to improve the overall quality of the courses or programs.

In addition to the SUBR Student Opinion of Teaching (SOT) instrument, instructors should design assessments for students that incorporate a variety of feedback methods that are appropriate to the task. For example, reading activities involving web-based materials might use self-graded quizzes with links to answers, while large-scale projects might involve submission of electronic journals, progress reports, and collaborative first drafts. Criteria for graded assessments should be clearly communicated. Rapid feedback can often be obtained by using simple communication methods such as phone calls, e-mail, and chat rooms. On-line tests and quizzes can also be used for rapid feedback, although instructors should realize that at the present time secure large-scale testing is not technologically possible. Proctoring of pencil-and-paper examinations is currently available in compressed video courses, and is coordinated through the Division of Continuing Education.

### **C. Evaluating Satisfaction with the Content and Delivery of the Course Experience**

Evaluating the course content and delivery effectiveness in improving Online Student Learning Outcomes (OSLO) involves getting honest and direct feedback from students on what worked well for them and what needs improvement. While such feedback should always be tempered by the judgment of the teaching professional, this feedback when constructively considered can be invaluable in re-thinking course components.

Academic regulations require that students evaluate every University lecture or lab course, including online/distance education courses. The SUBR Office of Institutional Research and Assessment (PAIR) is responsible for developing and coordinating the University's SOT program. Currently, traditional SOT forms are administered during a scheduled class meeting, or mailed, or a web-based SOT format is used for Internet courses. SUBR uses web-based SOT that is administered during mid-term sessions and final sessions and focuses on the following qualitative/quantitative data collection questions:

- a) Were discussions and interactions with faculty and peers satisfactory during course or program duration?
- b) Did actual learning experiences match expectations of the class?
- c) Is the learner satisfied with the services they are receiving ( e.g. advising, registration, access to course content, technical support, etc.)?
- d) Was learner adequately oriented on how to learn effectively online?
- e) Were course learning outcomes useful for career, professional and academic development?

f) To what extent were library and learning resources used appropriately by the program's students?

The [web-based SOT used for on-line courses](#) is somewhat different in content with the traditional SOT format, and includes an opportunity for students to evaluate technology delivery. Courses exempt from the standard SOT must be identified by the department head and exemption approved by the Dean of the College offering the course.

#### **D. Secure Login and Security of Exams and Course Activities**

SUBR Online uses the BANNER registration system. Through BANNER, all students who register for a course have been assigned a unique identification. Pursuant to this process, prior to entering the system, students must logon using their USER ID (or "S" number) and password that is unique to only that student. Further, the SUBR Learning Management Systems (LMS), i.e., Blackboard and/or Moodle requires an additional login and password in order to access course work. Also, as SUBR phase in Respondus Monitor software, along with the currently utilized Respondus [Lockdown Browser](#), student identification and student integrity is further strengthened.

#### **E. Security of Personal Information During Assessments and Evaluations**

Security of personal information is protected in the conduct of assessments and evaluations through the use of online proctored examinations and on-site examinations. Student data are stored securely in the SUBR BANNER system for retrieval and assessment. As with traditional courses, it is a departmental duty to insure not only that the integrity of online course content and its alignment to the whole degree program is checked, but also, that credit for the course is awarded based on the quality of student work and the collection of data that supports student learning outcomes.

### **VIII. PROGRAM EFFECTIVENESS MEASURES**

#### **A. Measuring Program Effectiveness**

Overall program effectiveness is determined by using different measures.

Online/Distance Education Course Fact Sheets will be created for each online/distance education program at SUBR based upon information submitted by the instructor at the course and program levels. These will be the primary data used for evaluating online programs and for reporting.

Online/Distance Education Course Fact Sheets will contain general information about the class, what specific skills a student should possess, and the hardware and software requirements necessary to participate in the course. The fact sheets will also provide the instructor's name, e-mail, and phone number so students can contact the

instructor with any questions regarding requirements prior to registering for the course. Students are encouraged to review the fact sheet for online/distance education courses before registering. Registration will constitute the student's acceptance of the requirements necessary to participate in the course.

Academic departments will evaluate online/distance education course and program proposals for:

- appropriateness within the degree program or as a stand-alone service course;
- suitable course content and sufficient rigor;
- appropriate use of technology in course delivery;
- the extent to which student learning matches intended outcomes, including degree programs both the goals of general education and the objectives of the major;
- Cost effectiveness of the program to its students, as compared to campus-based alternatives;
- results from students' routine end-of-course and program evaluations;
- documentation concerning access provided to students not previously served, through a combination of enrollment records and student surveys; and
- documentation of the institution's analyses that relate costs to goals of the program.

#### **B. Institutional Evaluation of Online/Distance Learning Programs Will Be Consistent with the Evaluation of All SUBR Academic Programs**

SUBR will review the effectiveness of its online/distance education programs to assure alignment with its institutional mission and priorities. The University considers well-developed online courses as building blocks for developing quality online/distance programs. Accordingly, applying current standards and best practices for course design is critical. Courses are designed using the Quality Matters (QM) standards with alignment to SACS. All faculty members involved in course design and/or delivery are required to be QM certified and also have completed a course on online pedagogy. Courses designed through this process are peer reviewed using the QM institutional process in alignment with the educational objectives of courses and programs

## **IX. INTELLECTUAL PROPERTY**

### **A. Intellectual Property Rights and Ownership of Materials**

This SUBR Online/Distance Programs and Course Delivery policy will be consistently applied and interpreted in accordance with the *Intellectual Property Policy* set forth and adopted by the SUS Board of Supervisors on March 25, 2010 and any and all policies and provisions regarding ownership of intellectual property as established and/or accepted by the SUS.

## **X. OTHER PROVISIONS**

### **A. Hiring of Adjunct Faculty**

The hiring of adjunct faculty to teach online/distance courses shall be consistent with SUBR's current policies governing the hiring of such faculty, except as provided by any partnership agreements between SUBR and third parties (See: SUBR faculty handbook).

### **B. Online Display of Tuition and Fees**

SUBR will provide online information regarding online/distance education tuition and fees for each semester these courses are offered.

### **C. Online Display of Academic Online/Distance Calendar**

SUBR shall provide online/distance information regarding an academic calendar for each term in which courses or offered for an online/distance degree seeking program. It shall be the responsibility of each academic program to ensure that such information is provided to students prior to admission into the program.

### **D. Designation of Online Faculty**

Faculty associated with online/distance education at SUBR shall be designated as Design Experts or Presenting Faculty (i.e. faculty or expert who designs and/or develops the online course); Facilitators or Evaluating Faculty (i.e. faculty who provide direct supervision and/or daily instruction to the students and who manages the course from beginning of class to the end); and Peer Reviewers or Advising faculty (i.e. faculty who will evaluate quality and effectiveness of online/distance courses and programs and also faculty teaching online/distance courses).

### **E. Privacy of Students Enrolled in Online Programs/Courses**

SUBR and the Division of Information Technology (DoIT), are committed to protecting the privacy and confidentiality of information in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (see [SUBR - FERPA](#)).

## REFERENCES

### Intellectual Property

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- Works Made For Hire Under the 1976 Copyright Act*.** (2010, April). Retrieved June 7, 2012, from U.S. Copyright Office: <http://www.copyright.gov/circs/circ09.pdf>

## APPENDIX A

### A1. Online Course Syllabus Template – reflects quality standards, best practices of course design which is a summary of contents

<b>Course Title</b>	
Facilitator	Office Hours/Location
Phone / Facsimile	Virtual Conference
Department	Electronic Mail
Credits	
Prerequisite	
<b>Course Description</b>	
<b>Online Organization</b>	
<b>Course Goal</b>	
<b>Course-Level Learning Outcome</b>	
<b>Textbook</b>	
<b>Instructional Procedures</b>	
<b>Rules &amp; Procedures</b>	
<b>Instructional Lessons &amp; Learning Outcomes</b>	
Unit, chapter, lesson, learning outcomes	
Learning tasks /activities aligned with unit, chapter, and lesson outcomes	
<ul style="list-style-type: none"><li>• Instructional materials required</li><li>• Reading required and recommended reading</li><li>• Assignment points, completion and submission</li><li>• Technology</li><li>• Grading (how learning is demonstrated)</li><li>• Interaction necessary to master lesson (instructor-student, student-student etc.)</li></ul>	
<b>Course Assignments</b>	
<b>Technology</b>	
<b>Course Schedule</b>	
<b>Evaluation and Grading</b>	
<b>Instructor Information</b>	
<b>Webliography</b>	



## APPENDIX B

### B1. Check list for online course/program builders at SUBR

1. Guidelines regarding minimum standards are used for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback).

0 1 2 3

2. Technology is used as a tool to achieve learning outcomes in delivering course content.

0 1 2 3

3. Instructional materials, course syllabus, and learning outcomes are reviewed periodically to ensure they meet program standards.

0 1 2 3

4. Courses are designed so that students develop the necessary knowledge and skills to meet learning objectives at the course and program level. These may include engagement via analysis, synthesis and evaluation.

0 1 2 3

5. Learning objectives describe outcomes that are measurable.

0 1 2 3

6. Selected assessments measure the course learning objectives and are appropriate for an online learning environment.

0 1 2 3

7. Student-centered instruction is considered during the course development process.

0 1 2 3

8. There is consistency in course development for student retention and quality.

0 1 2 3

9. Course design promotes both faculty and student engagement.

0 1 2 3

10. Current and emerging technologies are evaluated and recommended for online teaching and learning.

0 1 2 3

11. Instructional design is provided for creation of effective pedagogy for both synchronous and asynchronous class sessions.

0 1 2 3

12. Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices).

0 1 2 3

## APPENDIX C

### C1. Resources for Online and Blended Courses

*Quality Matters (QM) Workshop Participants, June 22, 2010.*

#### About Online Learning and/or Quality Matters

**Quality Matters Home** ([www.qualitymatters.org](http://www.qualitymatters.org)): Visit the QM web site for more information about the QM project, training, research, course reviews and events.

**Broward Community College: QM Faculty Showcase** (<http://webhome.broward.edu/~ygao/eLearningShowcase/QMcourses/index.htm>): This site showcases exemplary Broward courses that have met either an informal internal review or a formal QM review, or both. It includes courses in Biology, Mathematics, Statistics, Diversity, etc.

**Ray Schroeder's Online Learning Update** (<http://people.uis.edu/rschr1/onlinelearning/blogger.html>): Don't miss this blog if you like to keep up with news, trends and best practices in online learning. This blog has been active since 2001 and is well known for its timely, accurate news sources.

**Distance Education Clearinghouse** (<http://www.uwex.edu/disted/index.cfm>): This site, hosted by the University of Wisconsin-Extension, links to a wealth of distance learning information including useful distance learning definitions, research, sites and timely news.

#### Blended Course Resources

**Hybrid/Blended Faculty Development Website** (<http://www4.uwm.edu/ltc/hybrid/>): Excellent website on hybrid (blended) course development and best practices by University of Wisconsin-Milwaukee Learning Technology Center.

**10 Ways to Improve Blended Learning Course Design** (<http://www.magnapubs.com/pressreleases/031109.html>): A succinct list of ten strategies for designing an effective blended course by Magna Resources for Higher Education.

**Developing and Teaching an Online/In-class Hybrid: A Demonstration** (<http://sbaweb.wayne.edu/~absel/bkl/.%5Cvol31%5C31ae.pdf>): Article by Denise Potosky of Penn State.

**Using Virtual Classrooms: Student Perceptions of Features and Characteristics in an Online and a Blended Course** ([http://jolt.merlot.org/vol6no1/parker\\_0310.htm](http://jolt.merlot.org/vol6no1/parker_0310.htm)): Article by Michele Parker and Florence Martin of University of North Carolina at Wilmington.

### **[Self-aware and Self-directed: Student Conceptions of Blended Learning](http://jolt.merlot.org/vol4no2/greener0608.htm)**

(<http://jolt.merlot.org/vol4no2/greener0608.htm>): Article by Susan L. Greener of University of Brighton.

### **[Teaching with Technology Today: Hybrid Courses](http://www.uwsa.edu/ttt/browse/hybrid.htm)**

(<http://www.uwsa.edu/ttt/browse/hybrid.htm>): Website with a collection of articles and information on hybrid courses.

## **Course Policies (Standard 1)**

**[Core Rules of Netiquette](http://www.albion.com/netiquette/netiquiz.html)** (<http://www.albion.com/netiquette/netiquiz.html>): The Golden Rule of Netiquette is ‘Remember the human’. When communicating via computer, it’s all too easy to forget that those are real people out there with real feelings and egos. It’s OK to express your opinions, but be sensitive to the feelings of others.”

### **[Top 10 Netiquette Guidelines](http://internet.suite101.com/article.cfm/netiquette_guidelines)**

([http://internet.suite101.com/article.cfm/netiquette\\_guidelines](http://internet.suite101.com/article.cfm/netiquette_guidelines)): Brief, practical list of “rules”.

### **[Computing Use and Netiquette \(California State University Chico\)](http://www.csuchico.edu/ires/policies/netiquette.html)**

(<http://www.csuchico.edu/ires/policies/netiquette.html>): A lengthy list of suggestions from Chico State on internet use; could be reworked into a netiquette statement.

## **Sample Online Participation Contract (Standard 1)**

The Online Participation Contract (see attachment to this handout) was created by Professor Tani McBeth at Portland Community College and serves to ensure that her students know and agree to the class policies. This contract is shared with Professor McBeth’s permission; you may modify and use this contract in your own online courses.

### **[Course Policy from Park College](http://sunny.moorparkcollege.edu/~rbarry/course_policies.htm)**

([http://sunny.moorparkcollege.edu/~rbarry/course\\_policies.htm](http://sunny.moorparkcollege.edu/~rbarry/course_policies.htm)): A course policy from a f2f course that you might wish to modify

### **[Course Policy from Indiana University of Pennsylvania](http://www.english.iup.edu/mmwimson/Syllabi/Policies.htm)**

(<http://www.english.iup.edu/mmwimson/Syllabi/Policies.htm>): A course policy from a f2f class that can be adapted to the online environment

### **[Course Policy from Prince George's Community College](http://academic.pgcc.edu/~dfinley/PSY101syllabus.htm)**

(<http://academic.pgcc.edu/~dfinley/PSY101syllabus.htm>): An online syllabus that includes course policies

### **[Course Policy from the University of Oklahoma, College of Liberal Studies](http://www.ou.edu/cls/orientation/policies.htm)**

(<http://www.ou.edu/cls/orientation/policies.htm>)

## **More About Bloom’s Taxonomy and Learning Objectives (Standard 2)**

**[RadioJames Objective Builder](http://www.radiojames.com/ObjectivesBuilder/)** (<http://www.radiojames.com/ObjectivesBuilder/>): Presents you with a verb list for the Bloom's level you have selected and you can create objectives within the tool and then cut and paste them into your course or syllabus.

**[University of Victoria Counseling Services](http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html)**

(<http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>): An excellent overview of Bloom's Taxonomy written from the *student's perspective* that provides a list of demonstrated skills and question cues for each level. The site suggests that students who know more about the types of questions that are likely to be asked can better prepare for exams.

**[Using Bloom's Taxonomy in Assignment Design](http://www.umuc.edu/ewc/resources/bloomtax.shtml)**

(<http://www.umuc.edu/ewc/resources/bloomtax.shtml>): University of Maryland University College's (UMUC) Bloom's Taxonomy chart which contains strong, active verbs you can use in designing your learning objectives

**[Bloom et al.'s Taxonomy of the Cognitive Domain](http://www.edpsycinteractive.org/topics/cogsys/bloom.html)**

(<http://www.edpsycinteractive.org/topics/cogsys/bloom.html>): Located on a page of Valdosta State University's (Georgia) web page, this site presents the levels of Bloom's Taxonomy, defines them, lists sample verbs and describes sample behaviors.

**[The Helpful Hundred](http://edtech.tennessee.edu/~bobannon/helpful_hundred.html)** ([http://edtech.tennessee.edu/~bobannon/helpful\\_hundred.html](http://edtech.tennessee.edu/~bobannon/helpful_hundred.html)): A list of 100 strong, precise action verbs that will spur your creativity as you write measurable learning objectives. (Note: search the term "helpful hundred" for other versions of this list.)

**[Bloom et al Taxonomy of the Cognitive Domain](http://www.edselect.com/Docs/wheel.pdf)**

(<http://www.edselect.com/Docs/wheel.pdf>): This "verb wheel" provides an excellent resource for aligning your learning objectives with creative, varied assessments.

The [Center for Teaching and Learning](#), Brigham Young University presents an exaggerated look at alignment in their 4:31 YouTube clip: **[Professor Dancelot and the Perils of a Misaligned Course](http://www.youtube.com/watch?v=oWi5vy6TSso)**. <http://www.youtube.com/watch?v=oWi5vy6TSso>

### **Creating and/or Using Grading Rubrics (Standard 3)**

**[RubiStar](http://rubistar.4teachers.org/index.php)** (<http://rubistar.4teachers.org/index.php>): A free tool to help teachers create quality rubrics

**[Grading Rubrics: Criteria for scoring papers and presentations](http://faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm)**

(<http://faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm>): From the College of St. Scholastica (Duluth MN). Click on the link above for a series of clear, simple, straight forward rubrics for grading term papers, presentations, teamwork, etc.

**[Assessing Effectiveness of Student Participation](http://www.luthersem.edu/rmysse/OT2116-50/ParticipationRubric.htm)**

(<http://www.luthersem.edu/rmysse/OT2116-50/ParticipationRubric.htm>): From Luther Seminary, St Paul MN. Click on the link for a very interesting discussion rubric with the categories of Drifting, Moving in the Right Direction, Valuable Performance and Our Goal (with due allowance for finitude).

### **[Links to Educational Resources about Rubrics](#)**

(<http://legacy.iuk.edu/~koctla/assessment/rubrics.shtml>): Indiana University Kokomo provides a comprehensive discussion of rubrics, including links to a variety of grading rubrics used by faculty.

### **Sources for Online Content (Standard 4)**

**[MERLOT](http://www.merlot.org)** (<http://www.merlot.org>): Searchable, rated (mostly free) database of learning objects provided by instructors

**[MIT OpenCourseWare](http://ocw.mit.edu/OcwWeb/web/home/home/index.htm)** (<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>): Free access to over 1,700 courses, readings, audio and video clips provided by instructors at MIT.

**[Annenberg Media](http://www.learner.org)** (<http://www.learner.org>): Access Annenberg Media discovery learning programming, including audio and video clips, for educational use. You can link to any of the clips in their web site and enhance the content of your course. Free sign up is required for first-time users.

**[You Tube](http://www.youtube.com)** ([www.youtube.com](http://www.youtube.com)): A vast collection of video clips that might hold some treasures you can use

**[Teacher Tube](http://www.teachertube.com)** ([www.teachertube.com](http://www.teachertube.com)): The educational version of YouTube.

**[TED \(Ideas Worth Spreading\)](http://www.TED.com)** ([www.TED.com](http://www.TED.com)): A free, moderated collections of speeches on a variety of topics by notable and unknown speakers.

### **Interactive Technologies (Standard 5)**

**[Get Your Head In The Clouds](http://socialnetworkinginclass.ning.com/)** (<http://socialnetworkinginclass.ning.com/>): This site, hosted by Ray Schroeder, professor emeritus at the University of Illinois Springfield, introduces a variety of top technology tools, including Twitter, Facebook, ning, blogs, Elluminate, etc. Each tool is described, modeled and rated in terms of its usefulness to online instructors.

**[Jing](http://www.jingproject.com)** ([www.jingproject.com](http://www.jingproject.com)): Free software that makes it easy to add visuals to your online courses. Jing is a fast and easy way to capture images and create videos of what you see (or do!) on your screen. Great for making narrated video tutorials.

**[Delicious](http://www.delicious.com)** ([www.delicious.com](http://www.delicious.com)): A social bookmarking service that allows you to tag, save, manage and share web pages with a community.

**[Quia Web](http://www.quia.com)** (<http://www.quia.com>): Quia offers the Web's most extensive collection of educational tools and templates. With Quia, you can create 16 types of educational games and activities, quizzes with eight different question types, surveys, Web pages, and much, much more! You can subscribe for a FREE 30-day trial; yearly subscriptions are an additional fee.

**[read/write/think](http://www.readwritethink.org)** ([www.readwritethink.org](http://www.readwritethink.org)): A combined effort of both the International Reading Association and the National Council of Teachers of English, this site offers teaching ideas and resources for early literacy, content knowledge support (as in reading in science, etc.), vocabulary, and comprehension.

**[Quandary](http://www.halfbakedsoftware.com/quandary.php)** (<http://www.halfbakedsoftware.com/quandary.php>): An application for creating Web-based Action Mazes. An Action Maze is a kind of interactive case-study. The user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name "Action Maze".

**[Hot Potatoes Suite](http://www.halfbakedsoftware.com/hot_pot.php)** ([http://www.halfbakedsoftware.com/hot\\_pot.php](http://www.halfbakedsoftware.com/hot_pot.php)): This suite includes six applications which allow you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.

**[Fablusi](http://www.fablusi.com/)** (<http://www.fablusi.com/>): An online role-playing simulation platform.

<http://audioassessment.com/http://audioassessment.com/>

**[WebQuests](http://webquest.org/index.php)** (<http://webquest.org/index.php> and <http://bestwebquests.com/>): Inquiry-oriented lessons in which learners assemble content, primarily or wholly from the web. WebQuests make good use of the internet while engaging students in critical thinking and 21<sup>st</sup> thinking practices. Templates are available at:

## **Online Resources and Tools (Standard 6)**

**[Audacity](http://audacity.sourceforge.net)** (<http://audacity.sourceforge.net>): Free software for recording audio and sounds. Great for creating audio lectures.

**[Prezi](http://prezi.com/)** (<http://prezi.com/>): The “zooming” replacement for traditional PPT presentations.

**[Top 100 Tools for Learning](http://www.c4lpt.co.uk/recommended/index.html)** (<http://www.c4lpt.co.uk/recommended/index.html>): This directory provides a listing of over 2000 tools suitable for the managing learning.

**[Audio Assessment](http://audioassessment.com/)** (<http://audioassessment.com/>): An integrated phone and web system that allows faculty to conduct oral assessments for online courses.

### **[Browser and Printer Lock Down During Assessment \(Respondus\)](http://www.respondus.com/products/lockdown.shtml)**

(<http://www.respondus.com/products/lockdown.shtml>): A custom browser that locks down the testing environment within Blackboard, Desire2Learn or WebCT. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading.

**[VoiceThread](http://voicethread.com)** (<http://voicethread.com>): An online media album that allows asynchronous audio group conversations to be collected and shared in one place, from anywhere in the world.

**Sketchcast** (<http://sketchcast.com/>): An online whiteboard with audio. The tool captures the "drawing" in video with synched audio and allows the user to export the html code so the video can be embedded on a blog/website.

**Learning Style Assessment and Guides** (<http://www.vark-learn.com/english/index.asp>): This site provide individuals with the opportunity to complete a quick learning styles assessment, and to view "Helpsheets" that list the types of learning activities best suited to each learning style.

**Slideshare** (<http://www.slideshare.net/>): A free online site for posting and sharing slide presentations on the web. This allows PowerPoint slides to be shared without the need for emailing or downloading large documents.