PANOLA COLLEGE

Distance Learning Department

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Distance Learning
Faculty Handbook

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Revised August 2019

Contents

Distance Learning Faculty Handbook

Welcome to Distance Learning at Panola College. This handbook is provided to facilitate creation and management of online courses and instructional resources and to explain the processes and responsibilities of the Department of Distance Learning. The Handbook includes general departmental procedure and may not address every issue related to distance learning.

Introduction

Department of Distance Learning

W.H. Gullette Technology Building, Panola College

1109 W. Panola

Carthage, TX 75633

The Panola College Distance Learning Department, located in the W. H. Gullette Technology Building, refers to the department that: (1) administers the Canvas Learning Management System (LMS) and distance education (online, hybrid, and Interactive Video platforms); (2) provides professional development and training for faculty and staff; (3) maintains the college website; and (4) supervises distance education testing. This handbook addresses issues related to the Canvas LMS and distance education.

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Academic Standards of Online Instruction

Panola College provides distance education opportunities for students in support of the vision, mission, and values of the College.

Distance education instruction meets the same standards and academic rigor as its traditional counterparts, adheres to the guidelines outlined in the Southern Association of Colleges and Schools Distance Education Policy Statement, and meets the requirements outlined in the *Panola College Distance Learning Faculty Handbook.*

Distance Learning

According to Southern Association of Colleges and Schools Commission on Colleges Distance and Correspondence Education Policy Statement, distance learning is "a formal educational process in which

the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program."

Mission of Panola College Distance Learning Program

The mission of the Distance Learning program at Panola College is to expand the mission of the College by providing students with more flexible learning opportunities. The Distance Learning program provides educational opportunities to pursue courses, certificates, and degrees online.

Definitions

Online course—at least 85% of course delivered via the internet; at least two proctored activities required.
- Example: ENGL 1301.401 (4 indicates online)
- May include synchronous web conferencing
- Student evaluation instrument: EvaluationKit student survey
- Administrative evaluation instrument: Online/Hybrid Course Evaluation form

Hybrid or blended course – 51-84% of instruction delivered online with the balance face-to-face or Interactive Video; at least two proctored activities required.
- Example: ENGL 1301.4H1 (H indicates hybrid)
- Schedule notes must include class meeting dates (and times, if different from time listed in schedule).
- Hybrid course development forms must include percentage of online content and list resources/activities that will constitute that percentage.
- May include synchronous web conferencing
- Student evaluation instrument: EvaluationKit student survey
- Administrative evaluation instrument: Onlne/Hybrid Course Evaluation form

Interactive Video Conferencing (IVC) course – delivered using two-way video-conferencing equipment and software.
- Example: ENGL 1301.4Z1 (4Z indicates a distance learning IVC course)
- Student evaluation instrument: EvaluationKit student survey
- Administrative evaluation instrument: Dean/Director Evaluation form or Hybrid Course Evaluation form, depending on percentage of online content

Web-enhanced course – at least 85% of course delivered face-to-face; online resources or activities provided but limited to less than 15% of scheduled class meeting time
- Not designated in course number
- Student evaluation instrument: EvaluationKit student survey
- Administrative evaluation instrument: Dean/Director Evaluation form

Instructure Canvas

Canvas Learning Management System Administration

The Canvas LMS Administrator is responsible for the administration of the LMS under the supervision of the Dean of Distance Learning. Because the Student Information System (SIS) is integrated with the Canvas LMS, Canvas class shells are created for all academic and most Continuing Education courses that are added to term schedules in the SIS. The LMS administrator works with Continuing Education, Human Resources, Admissions, and other departments as needed to create and maintain course and instructor data.

Courses are visible to students the first day of each academic term. Students accessing Panola College's LMS must authenticate using their LMS student-user account and unique password and see only the courses in which they are enrolled.

Courses are maintained in the Canvas LMS for two years. Faculty members are responsible for archiving and maintaining a local copy of each of their class section gradebooks each semester. The Canvas administrator works with instructors to resolve issues related to extending courses or recovering accidentally deleted or compromised courses.

Faculty Professional Development and Training

Certification in Instructional Technology (CIT)

As stated in the Panola College Faculty Handbook, all online courses are hosted in the Canvas LMS supported by the College. All instructors complete training and certification in the use of specific technologies and strategies necessary for effective course design and delivery. The Department of Distance Learning provides the training and maintains documentation of completion.

The Educational Technology Coordinator, in cooperation with the Dean of Distance Learning, plans and implements on-site and online training in instructional technologies and effective instructional strategies. Training is provided for effective use of established software and procedures, and also includes the introduction and integration of new and innovative tools and techniques. In addition to faculty, College staff may join in any training offered. Professional development opportunities are announced in campus email notices and are posted on the Distance Learning Professional Development Calendar.

The Educational Technology Coordinator trains instructors and facilitators to use IVC video conferencing equipment and software and troubleshoots minor problems. In the case of more serious problems, the appropriate vendor is contacted for assistance.

Teaching Tools

The table below lists some of the most frequently-used software available to Panola College faculty, staff members, and students. For more information about these resources, contact the Distance Learning department. Training in the use of these and other tools is offered throughout each semester.

Resource	Value
Canvas Orientation for Students	This online tutorial provides an introduction to Canvas online learning and is available on request. Face-to-face orientation is offered during the first week of each semester.

Certification in Instructional Technology (CIT)	CIT training is provided online and must be completed before the beginning of the first semester of teaching. The course includes an introduction to the basic features of the Canvas LMS and provides a foundation for further instruction in the design and development of quality online, hybrid, and web-enhanced courses.
Dropout Detective	AspirEDU Dropout Detective student monitoring software that alerts instructors and advisors when students are at risk of failing or dropping out of classes.
SmarterMeasure	SmarterMeasure is an online assessment tool that analyzes a student's readiness for online learning, along with other skills necessary for college success. Assessment is free and is encouraged for students in online, hybrid, and college preparatory courses. SmarterMeasure provides feedback and suggestions in the following areas: • Personal attributes (procrastination, time management, etc) • Learning styles • Reading rate and recall • Technical Competency • Technical knowledge • Typing speed / accuracy http://panola.smartermeasure.com/
Respondus	Instructors can create exams within Respondus or upload existing exams for converting and uploading to Canvas LMS. Additionally, Respondus can link with many existing publishers' question banks and create exams from those.
Respondus Monitor	Respondus Monitor is an online proctoring tool that is integrated with the Canvas LMS and allows students to engage in proctored activities with the use of a webcam and specific testing parameters as an alternative to proctoring at college testing centers. The tool is an option that instructors may choose on a limited basis, depending on subscription space available.
Turnitin	The Turnitin toolkit is integrated with the Canvas LMS and is primarily used to detect plagiarized material. It also allows instructors to provide feedback to students through markup tools, rubrics, proofing tools, and peer review options.
ZOOM	Zoom web-conferencing software can be used to create synchronous class presentations, online tutoring, virtual office hours, student advising sessions, and other real-time interactive conferences. Both free and subscription versions are available.

Getting your Course Online

Course Development for Online and IVC

Because online instructional strategies are integrated throughout the curriculum at Panola College, all instructors must complete the Certification in Instructional Technology (CIT) training before teaching a course. Panola College instructors are encouraged to design courses based on Best Practices for

Distance Education and the Quality Matters Higher Education Rubric. Panola College maintains membership in the Quality Matters organization.

All distance education courses are included in the Distance Learning department's inventory of approved courses, maintained by the Distance Learning Administrative Secretary. The process for development and delivery of distance education courses is as follows:

1.   Submit the Online/Hybrid Course Development Proposal to the Distance Learning Office before beginning development of an online course. If converting an existing online course into a hybrid course, submit the Request to Convert Online Course into Hybrid Course form.

2.   Enroll in and complete the Certification in Instructional Technology course before beginning online course development. Contact the Distance Learning department for enrollment information.

3.   After the Course Development Proposal is approved by the Distance Learning department, begin developing the course, working closely with the Educational Technology Coordinator and mentors in your own department.

4.   When course development is complete, submit the Principles of Good Practice Checklist for the course. The Checklist structures a self-analysis of the course and provides an opportunity to incorporate the THECB Principles of Good Practice for online courses before the course is offered. The completed Checklist should be reviewed when converting an online course to a hybrid course.

5.   Submit Course Completion Contract with appropriate signatures to the Office of Distance Learning.

For additional Distance Learning faculty resources, see http://www.panola.edu/Distance Learning/ and the Canvas Faculty Resources course.

Interactive Video Conferencing (IVC)

Panola College has IVC classrooms in the W.H. Gullette Technology Building and at each of the Panola College sites in Marshall and Center, Texas. Some area high schools provide classrooms for IVC classes on their campuses. IVC classes provide synchronous, interactive, two-way audio and video conferencing through video-conferencing software such as Zoom videoconferencing software.

IVC instructors:

- Complete IVC training prior to the beginning of the term in which the course is offered. The training is provided by the Educational Technology Coordinator.
- Use the Faculty Guide to IVC.

At the beginning of each semester, the Distance Learning Facilitator provides IVC remote facilitators with the IVC Facilitator Packet and provides students in remote classrooms with the IVC Student Handbook.

The Virtual College of Texas

The [Virtual College of Texas (VCT)](#) is a collaborative effort of Texas community college districts and the Texas State Technical College System. Courses are listed on a state-wide schedule and students may enroll in the courses through their home colleges.

As a VCT Provider College, Panola College allows instructors to list their online courses in the VCT course schedule. To list an online course in the VCT catalog, contact the VCT Coordinator in the Distance Learning department. More information about Panola College's role as a VCT Provider College is available on the Distance Learning [VCT webpage on the Panola College website](#).

As a VCT Host College, Panola College permits students to enroll in courses listed on the VCT schedule if the course has been approved by the Dean of Distance Learning and the appropriate division dean. To enroll, students contact the Distance Learning VCT Coordinator to request the class. The Dean of Distance Learning and the appropriate division dean review the course syllabus and instructor credentials to confirm that the student learning objectives and grading procedures align with Panola College requirements for the same course. The student's advisor may be contacted to confirm that the course fits into the student's degree plan. If approved, the course is added to the Panola College schedule and the student is allowed to enroll in the VCT course section.

Evaluations

Course Evaluations

All distance learning courses will be evaluated according to Panola College evaluation policy outlined in the Panola College *Faculty Handbook*. Faculty response criteria to distance learning evaluations of courses will be the same as response criteria for face-to-face courses. The academic deans have the option of evaluating courses at any time deemed necessary as a response to reported problems. All formal evaluations are filed according to College policy.

In addition to administrative and student evaluations, distance learning instructors may also participate in self-evaluation and/or peer review of courses. Quality Matters is a national organization that promotes effective online instruction and continuous course improvement. Panola College maintains membership in the organization and evaluation tools incorporate some of the tenets of the Quality Matters rubric. Instructors have the opportunity to complete self-reviews of their courses using Quality Matters software, and may submit courses for local and national peer review and certification. Several Panola College Distance Learning staff members and instructors serve as nationally-certified course Peer Reviewers for Quality Matters and for the Virtual College of Texas consortium.

Retention Strategies

Student Orientation

The Distance Learning department provides student orientation to the Canvas LMS in an online course and in face-to-face orientations at the beginning of each term. Students may self-enroll in the Student Canvas Training course in the Canvas LMS. The face-to-face orientation is voluntary and provides practical help with accessing and navigating Canvas and managing online learning. Students also have access to Canvas support in person, online, and via telephone. Panola College Information Technology Services and the Distance Learning department offer troubleshooting for minor computer problems.

Interaction

In an [article in the MERLOT Journal](#) of Online Learning and Teaching, Rebecca Croxton asserts that effective interaction between students and instructors is an important factor in student satisfaction and persistence in distance education courses. Both Quality Matters and Best Practices encourage development of specific communication policies in course instructions. Instructors should explain how interaction will occur, how much is required, and how long it usually takes for students to receive feedback or response to inquiries.

The Canvas LMS provides multiple means of interaction—messaging, assignment comments, assignment media reactions, chat, web conferences, collaborations, and discussions. The Distance Learning department provides professional development activities devoted to promoting effective course interaction.

Intervention

At any time during a term, and especially at the beginning of the term, instructors may report the names of non-participating students to the Student Success office and they will be contacted and encouraged to participate. Canvas provides an Access Report and Analytics that assist instructors in identifying students who may need to be guided back on track. In addition, the Distance Learning department manages AspirEDU Dropout Detective student monitoring software that alerts instructors and advisors when students are at risk of failing or dropping out of classes.

Policy

Canvas LMS Requirements

All distance learning courses must be taught using Instructure Canvas and all instructors must be adequately trained to obtain a Panola College Certification of Instructional Technology.

Student Privacy

Panola College Distance Learning adheres to all requirements of the Family Educational Rights and Privacy Act (FERPA). The College issues each student a campus email and a unique six-digit student identification number at initial registration. The student email and six-digit identification number are required for access to the Canvas LMS. Canvas provides a secure environment for faculty to post course activities including quizzes and tests. Only student work submitted using open forums or discussions can be accessed by other students.

Each faculty member has a unique identifier that grants access to the Canvas LMS. Instructors have access only to their own courses. They receive training on student privacy requirements through the Human Resources office and are encouraged to understand and carry out a commitment to confidentiality, integrity, and security to protect the privacy of students who participate in distance learning activities.

Last Date of Attendance Policy

When reporting grades at the end of a term, the last date of attendance must be documented in CampusConnect. Attendance in online courses is determined by submission of an assignment or participation in an activity. Logging in to the class is not sufficient evidence of participation—document the last date of submission or participation.

Electronic Grade Book Submission

At the end of each semester, instructors submit digital copies of gradebooks to the appropriate academic deans. The gradebook in the Canvas LMS can be easily exported for submission. Contact the Distance Learning department for assistance with exporting or submitting digital gradebooks.

Syllabus and Student Instructions

In compliance with Panola College policy, all instructors use the same departmental course syllabus when teaching a specific course. Course information in each online or hybrid course must include a link to the official course syllabus on the Panola College website. All syllabi comply with SACSCOC requirements and College policy.

In addition to the official syllabus, instructors in every course should provide information listed in the Required Online Elements document available on the Distance Learning webpage.

Testing Services

Panola College, in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, requires at least two proctored activities in every online course, including a proctored final exam. Proctoring occurs at approved testing sites, primarily at official college testing centers on the Carthage, Marshall, and Center sites and at high school sites where students who are enrolled in courses for dual credit are attending. Students must present photo identification, preferably the College photo identification, to confirm that the person enrolled in the course is the same student receiving credit for the course. A secure login with user name and password is also required of the student to access the exam. Testing center guidelines for students are posted on the Panola College website.

Panola College provides testing centers dedicated to online student testing on the Panola College Carthage campus and at remote sites in Center and Marshall. Additional approved sites operate on area high school campuses. Specific times, locations, and other important information are listed on the Testing Services webpage. The information is subject to change and is kept current by the Distance Learning Administrative Secretary. Clear communication with testing proctors is vital.

Instructors send testing information to proctors using the electronic Instructor Proctored Exam Form on the Testing Services webpage or via email. Submission of the electronic form sends the testing information to the testing centers in Carthage, Center, and Marshall. If using email, instructors send information to pc-testing@panola.edu, mcc-testing@panola.edu, and srtc-testing@panola.edu.

Panola College testing centers administer only online proctored activities—hard copy exams are not administered except in extenuating circumstances. Instructors may provide scratch paper, formula charts, or other required materials.

With instructor approval, students may submit a Request for Remote Proctoring at an official college testing center at another college or university. Students enrolled in courses for dual credit may also submit the form to request testing at approved Panola College testing centers on area high school campuses. The Distance Learning Administrative Secretary distributes, confirms, and maintains test proctoring agreements with the remote testing centers and provides testing center and proctor information to instructors. Instructors are responsible for communicating testing information to approved proctors at remote sites.

Student Complaints

Distance learning students are encouraged to address class problems with the course instructor as soon as they occur. If problems cannot be resolved informally, the student may resort to formal grievance procedures described in *The Pathfinder* student handbook, Academic and Disciplinary Complaints and Appeals, page 25.

Incomplete Grades

Incomplete grades may be assigned only with permission of the appropriate academic dean or the Vice President of Instruction. When an incomplete grade is assigned, the Registrar notifies the Canvas Administrator so that appropriate provisions can be made in Canvas to allow the student access to course content. According to Panola College policy, Incomplete status must be resolved within six weeks.

Ownership/Copyright

Ownership of the original electronic content developed for use in distance classes under the auspices of the College will be assigned in keeping with Panola College policy DBD Local.

The instructor may not use copyrighted material without clearance. Obtaining permission to use copyrighted material is the responsibility of the instructor. To determine if permission or clearance needs to be obtained, the following four factors should be considered:

- The purpose and character of the use, including whether use is of a commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work

Copyright resources are available online at the Distance Learning website and within the Canvas Faculty Resources and on the library website.

Student Support and Services

Virtual Library Services

The Distance Learning Librarian manages resources and support for instructors teaching online, IVC, and hybrid classes. The DL Librarian also oversees services for students enrolled in those courses, with a goal of providing equivalent access to library services for all students, including students enrolled for dual credit in attendance on high school campuses. It is essential that online students are informed about available services—all online and hybrid courses should include a link to student library services and support. An Information Literacy module that introduces students to library services and skills is available on instructor request for all classes. For more information regarding virtual services, see the library website.

Student Services

In addition to providing instruction, Panola College employs a variety of electronic methods including

email, texting, live chat, online tutorials, web conferencing, and Interactive Video Conferencing to deliver counseling/advising and other student support services. Students also have access to faculty and student services staff in face-to-face appointments. All student services available to traditional students are provided to distance students.

Disability Support Services

The staff in Disability Support Services (DSS) may facilitate accommodations for students with documented disabilities. New students are encouraged to read the Handbook for Students with Disabilities and to contact the DSS office located in the Student Success Center following admission to ensure needed accommodations are available at time of enrollment.

Telephone: 903-693-2046. Email: dss@panola.edu.

College Store

Course textbooks and other required materials may be purchased online from the Panola College Store.

Other sources of information:

- Office of Distance Learning – dl@panola.edu
- Distance Learning web pages
- Panola College Board Policy
- Panola College Faculty Handbook

Appendix A: SACSCOC Distance Education Policy Statement

DISTANCE AND CORRESPONDENCE EDUCATION

Policy Statement

Definition of Distance Education

For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Policy Statements

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

2. At the time of review by the Commission, the institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

3. At the time of review by the Commission, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

4. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.

5. Institutions must ensure that their distance and correspondence education courses and programs comply with the *Principles of Accreditation*. This applies to all educational programs and services, wherever located or however delivered.

Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

Mission

If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction.

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.

Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.

Academic support services are appropriate and specifically related to distance and correspondence education.

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.

For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.

For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Faculty

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

Institutional Effectiveness

Comparability of distance and correspondence education programs to campus-based programs and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Library and Learning Resources

Students have access to and can effectively use appropriate library resources.

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs

Student Services

Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

Appendix B: THECB Best Practices

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.

<u>Commitment to Support</u>

- 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

Appendix C: Quality Matters Rubric

HE — Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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