H. Councill Trenholm State Technical College Distance Education Policy and Procedures Manual

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H. Councill Trenholm State Technical College Distance Education Policy Manual

Purpose of Distance Education

H. Councill Trenholm State Technical College offers only traditional (on-campus) degree programs. Thus, the purpose of the College's distance education program is to support the traditional (on-campus) student with flexibility of course scheduling and delivery modes. The College strives to serve the needs of students who work, have family responsibilities or have other life challenges which limit their ability to attend classes on campus fulltime. The College will ensure that the distance education curriculum and training provided to students is of equitable quality to education and training provided through traditional classroom methods.

Distance Education Mediums

The College offers distance learning via the Internet and through the use of videoconferencing mediums. Courses at H. Councill Trenholm State Technical College may include one medium or a combination of mediums. However, all policies provided heretofore will apply to all areas of H. Councill Trenholm State Technical College's distance education program.

Distance education courses which utilize the internet for instructional delivery are classified as either online or hybrid. The College has adopted the following definitions for these types of courses:

Hybrid Course: a for-credit course that is a combination of online and in-class instruction with reduced in-class seat-time. This excludes web-enhanced courses that do not reduce in-class seat-time. In a hybrid course, more than 15% but less than 85% of the course content is taught online rather than in face-to-face meetings.

> **Example**: For a typical 3-credit-hour/3-contact-hour theory class which traditionally meets on campus twice weekly in a 15-week semester (30 total instructional sessions), student seat time would be reduced by at least 5 but no more than 25 sessions. This is calculated as 30 x 0.15 = 4.5 (rounded up to 5) and 30 x 0.85 = 25.5 (rounded down to 25).

Online Course: a for-credit course in which 85% or more of the course content is taught online. Face-to-face meetings are limited to an on-campus orientation and proctored midterm/final exams and/or hands-on laboratory activities.

> **Example**: For a typical 3-credit-hour/3-contact-hour theory class which traditionally meets on campus twice weekly in a 15-week semester (30 total instructional sessions), no more than 4 on-campus sessions will be required. This is calculated as 30 x 0.15 = 4.5 (rounded down to 4).

Any course which requires students to attend on-campus sessions for more than 85% of the total contact time will be considered a **traditional course**, even if the course utilizes online resources for teaching/learning, assessment, or communication.

The College provides a platform for online, hybrid, and web-enhanced traditional courses through the course management system Moodle, an open-source software package. The Moodle administrative software, along with fully developed Moodle courses and courses under construction, is stored on a dedicated server and managed by the designated Moodle Administrator under the supervision of the Assistant Dean of Information Technology, Safety and Security. On the Moodle server, an individual folder for file storage space is provided to each faculty member who maintains an online, hybrid, or web-enhanced course.

Although Moodle is the primary platform for distance education courses at the College, some online, hybrid, and web-enhanced traditional courses may utilize publisher-provided course management systems such as Pearson Education's MyLab. Use of such platforms is limited and approved on a case-by-case basis by the Dean of Instruction.

Student's Rights and Responsibilities

General Information
Every student enrolled in a distance education course at H. Councill Trenholm State Technical College will be under the same guidelines that apply to traditional, face-to-face instructional courses. All policies that appear in the student code of conduct portion of the Student Handbook, which is available from Student Services and online, are appropriately applied to distance education (i.e., attendance, academic misconduct, plagiarism, cheating, and harassment, etc.).

Entrance Requirements
Entrance requirements for distance education courses are essentially the same as the requirements for traditional courses. However, distance education students must also have access to a personal computer with Internet service and must maintain a working e-mail account. Upon admission to the institution, each student is issued a College e-mail account which can be accessed through Web Mail at the College website. An Online Learning Readiness Assessment is available on the Trenholm State website. Students who are considering enrollment in an online class should complete this assessment to determine their preparedness and likelihood of success in using this method of learning.

Electronic Security
Contact through electronic media is the foundation of distance education. Just as in traditional methods of communication, messages may be intercepted or received by individuals other than the intended recipient. H. Councill Trenholm State Technical College works under the protection of secure passwords and firewalls. However, messages intercepted or received by individuals other than the intended recipient are not the responsibility of H. Councill Trenholm State Technical College. Neither is the College responsible for any loss of data or hardware damage

due to computer viruses transmitted through online course interactions.

Academic Integrity/Identity Confirmation

Students enrolled in online courses must adhere to the same standard of student conduct that applies to students enrolled in traditional courses, including those related to academic honesty (see College Catalog for more information). In particular, students are prohibited from disclosing user IDs and passwords or enrollment keys that grant access to online courses or assessments within such courses.

Furthermore, a student who enrolls in an online course and receives credit for that course must be the same person who participates in the course activities, completes course assignments, and takes the course exams. To ensure that this is the case, students enrolled in online courses are required to present valid photo identification (e.g. driver's license, College ID, military ID) at all mandatory on-campus/proctored sessions, which at the minimum include an orientation, midterm exam/evaluation, and final exam/evaluation. Any student who cannot present such identification may not participate in the activity. Specific courses may require additional on-campus or proctored activities and/or technology-based identity authentication measures for online tests. Grades earned at on-campus evaluation sessions will constitute at least 50 percent of the student's final course grade.

Course Participation/Attendance

Electronic interaction among learners and the instructor is a viable and vital portion of distance education. Students must actively participate in all aspects of the course, which may include electronic discussions (online forums and/or chat sessions), by providing input and responding to questions presented by the instructor throughout the course.

According to the College attendance policy (see the College Catalog), students must demonstrate a minimum level of participation to receive college credit for a course. For online courses, students must attend a mandatory on-campus orientation session and must log in to the online course website during the first week of the beginning course date. Failure to do so will result in withdrawal from the course. Students must also complete an on-campus midterm and final exam/evaluation. Specific courses may require additional on-campus tests, labs, or other activities as indicated in the course syllabus. If a student cannot appear on campus at the required time, it is up to that student to contact the instructor in advance to make appropriate arrangements for an approved proctored session. All costs associated with proctoring and with travel to and from the campus or proctor location are the responsibility of the student.

Active, weekly participation in the online course through completion of assignments or participation in online course activities is mandatory. Activities and assignments required for students to demonstrate active weekly participation are determined by the online course instructor and are listed in the course syllabus. They may include discussion forums, chat sessions, group projects, quizzes, homework, tutorials, or any other activity that requires student engagement in the learning process. Students who fail to log in and complete required assignments for any three weeks (consecutive or not) during fall or spring semester (any two weeks in the summer term) will be withdrawn from the course. For official records (including

financial aid), the last date of attendance for a student withdrawn from an online class will be the last day the student demonstrated active participation in the course.

If a student officially withdraws or is withdrawn (breaks the participation policy) prior to completing 70 percent of the term (see the current semester calendar), he/she will receive a grade of "W." A student who breaks the participation policy after 70 percent of the term has been completed will receive zeros on all assignments missed. No makeup work is allowed after the 70 percent point in the term unless the student is able to document justifiable extenuating circumstances.

Refund Request

Distance education courses are held to the same financial policies and standards as traditional courses. All drop/add dates are applicable to any and all H. Councill Trenholm State Technical College courses. Therefore, all refund and payment deadlines are applicable to distance education courses and traditional courses alike. The College Refund Policy can be found in the College Catalog. Courses that have insufficient enrollment or for which no qualified instructor is available will be cancelled and removed from the listing of course offerings.

Grievance and Appeal

H. Councill Trenholm State Technical College recognizes that in order to efficiently and effectively fulfill its mission, its students must feel confident that any valid complaint made concerning the College will be promptly addressed by the appropriate authorities. Therefore, the Grievance and Appeal Procedure outlined in the Student Handbook will also apply to students taking distance education courses.

Students who are enrolled in distance education courses offered by the College are afforded the same rights as those who attend traditional college courses. Students have specific rights such as the right to adequate contact with their assigned instructor, the right to comparable instruction, resources, and materials, and the right to question the policies and procedures of their respective instructor.

Access to Campus Facilities and Services

Students who are enrolled in distance education courses are entitled to use all on-campus facilities, such as libraries and computer labs, that are available to students taking traditional courses. In addition, they are entitled to the same academic support services, including academic advising, counseling, assistance with financial aid, tutoring, library and research assistance, job placement, and more. Distance education students with documented disabilities are entitled to assistance and reasonable accommodations in their online/hybrid courses equivalent to that received for traditional courses under the Americans with Disabilities Act (ADA). All student support services, including ADA assistance, are accessible through links on the College website.

Internet Access and Hardware/Software Requirements

H. Councill Trenholm State Technical College is not an Internet service provider, nor does the

College provide personal computers to distance education students. The College does provide each enrolled student with an e-mail account and maintains computers with internet access for student use in the libraries on both campuses and in various computer labs when not in use for class sessions. Students may use these computers for work in online classes within the posted hours of operation.

For certain courses, additional software may be required as indicated in the course syllabus. Generally, such software requirements are limited to free "plug-ins" that can be downloaded from a safe website. Instructions for downloading software will be included in the course syllabus and appropriate links posted on the course website. It is the student's responsibility to download this software to his/her own home computer. Certain online technical courses may require the purchase of professional software, the use of which is the focus of the course. Again, students are responsible for the acquisition of such software, which is made clear in the course syllabus. Students are expected to meet the requirements of the College's online courses. If a student cannot fulfill these requirements, then he/she should not enroll in the online course (or should withdraw from it if already registered).

The College is not responsible for the loss of use of a student's personal computer through any mishap or misfortune. If a distance learning student loses the use of a computer or Internet connection after orientation to the course, then it is that student's responsibility to contact the instructor and personally make arrangements to temporarily submit assignments in a manner and time frame acceptable to the instructor. In such cases, students are obligated to seek alternative access to a computer with internet connections as soon as possible.

Technical Support

The College is committed to providing quality and timely technical support for students enrolled in any online class. One of the ways the College provides support is through hands-on training in the mandatory on-campus orientation. During the orientation, students learn to establish their user account, log into the course website, navigate the online course environment, download any necessary software plug-ins, access and use learning resources, complete online assignments, take online tests, communicate with the instructor and other students, and obtain academic help and technical support.

After the orientation, students who experience technical problems in an online course posted on the College's Moodle course management system should first consult the Frequently Asked Questions (FAQ) module posted on the College's Moodle home page. If this resource does not provide a solution to the problem, then the student should contact his/her course instructor, who has been trained and certified by the College to develop courses and teach online using Moodle. If the course instructor is unable to help the student resolve the issue, the instructor will contact the College's Moodle Administrator, who may contact the student directly or who may give instructions to the instructor for providing the necessary assistance to the student. If the Moodle Administrator is unable to solve the problem, he/she will contact the College's Director of Information Technology. The instructor will stay in contact with the student throughout the support process to ensure the student is kept informed of progress and receives the help needed as soon as possible. Students may also seek assistance, if they desire, through the moodle.org website.

Students who experience technical problems in an online course posted on a publisher-provided course management system such as Pearson's MyLab should follow the instructions for obtaining technical support that are provided in the course syllabus and discussed in the orientation session. These may include directions to contact the publisher's technical support team first. Students who seek assistance from such a source should keep their instructor informed during the process in case the problem is not resolved immediately.

Online Student Profiles

Students are encouraged to create a personal student profile in the online course website. Such profiles typically include a digital photograph of the student. Photos posted in student profiles must conform to the College's standards for public viewing, which prohibit the depiction of alcohol, tobacco, drugs, profanity, racial slurs, offensive slogans, and clothing that is excessively revealing. Photos should be yearbook style photos (headshots, not group photos) and are subject to review and approval by the course instructor.

Privacy of Student Records and Personal Information

Students enrolled in online and hybrid courses at the College are entitled to the same rights of privacy as students enrolled in traditional on-campus courses. These rights are outlined in the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students' educational records. The policies and procedures used by the College to ensure that students' FERPA rights are protected is outlined in the Student Handbook portion of the College Catalog and are applied to online, hybrid, and traditional on-campus courses alike. Additional security measures are implemented for online course environments as follows:

- The College utilizes settings for its online course management systems (Moodle and Pearson Education's MyLab) which force log-ins and keep anonymous users and search engines away from student profiles.
- Log-ins to the online course management systems require user names and secure passwords that are unique to each student.
- Each online/hybrid course website utilizes a unique, confidential "enrollment key" issued only to students registered for the course and to certain approved visitors (other College personnel assigned to evaluate the course, College IT technicians, accrediting agency reviewers, guest lecturers, etc.). Enrollment keys are established and provided by the course instructor. No one can enter an online/hybrid course website without first enrolling in the course using the enrollment key.
- Online/hybrid courses protect the privacy of student grades through electronic gradebooks that allow a user to see his/her own grades only. No posting of classwide grade reports is permitted.

Students should NOT expect complete privacy within certain course activities conducted in the online course environment. For example, classwide discussion forums are required events of every online course and hybrid course. Students' posts to discussion boards are automatically visible to all other students, instructors and approved guests enrolled in the online course

website. Likewise, particular courses may require group projects or public performances or posts of work to accomplish the educational objectives of the course. The nature of such assignments precludes any expectation of complete privacy. Individual course syllabi include information on such assignments.

Faculty's Rights and Responsibilities

General Information

Distance education faculty members of H. Councill Trenholm State Technical College will be held to the same requirements as are faculty members who instruct traditional on-campus courses. They are required to keep accurate records of students' grades and attendance, keep regular office hours, provide students with contact information (office phone number and e-mail minimum), and inform their department head concerning any problems related to the course.

Full-time faculty members with course loads that include online courses may schedule contact time outside the normal College operating hours for their online course with the approval of the faculty member's instructional dean. Since many distance learning students work on their online courses outside of normal operating hours, instructors are encouraged to establish appropriate times when they are accessible to online students in order to respond to e-mails, chats, and discussion boards. Each online course counts toward a faculty member's workload the same as if the course were delivered by traditional means.

Online Communication/Responding to Student Posted Messages

Instructors are required to submit quality and timely responses to student communication in online courses. Instructors are encouraged to respond in kind to phone calls or e-mails from students in online courses within 24 hours of receipt of the message. However, individual teaching loads, work schedules, leave times, and holidays are recognized limiting factors for response times. To ensure that students receive assistance in a reasonable time frame, each instructor must publish in his/her online course syllabus a policy establishing acceptable response time parameters. Such policies will be subject to approval under the Distance Education Committee's peer review process and by the instructor's program coordinator, division director, and instructional dean.

In addition to providing timely responses, faculty members must ensure that their communication with online students is professional, clear, courteous, respectful, and meets the student's needs for academic assistance. For evaluation purposes, each faculty member must maintain a record of all electronic communication that occurs within an online course for the duration and for one semester following the end of the course. Such records will include either electronic or hard copies of student e-mails, instructor e-mails, online chat session logs, discussion forum postings, posted course announcements, virtual classroom sessions, and phone call logs.

Professional Quality

Faculty members are required to maintain and conduct their distance education courses with the same professional quality as they maintain and conduct their traditional courses. Faculty will receive the full support of H. Councill Trenholm State Technical College in the successful execution of maintaining and accelerating the quality and viability of distance education courses. The College will make every effort to maintain and continually upgrade the equipment, support, and materials necessary to conduct distance education courses. Professional development opportunities will regularly be made available and equipment/software upgraded to assist instructors in ensuring that online courses at H. Councill Trenholm State Technical College are of the highest academic quality. Online instructors should make expense and leave requests related to distance education in advance of the fiscal year so that budgets and schedules can be adjusted accordingly.

Intellectual Property

H. Councill Trenholm State Technical Colleges reserves all rights to online courses created by College employees who use any Institutional resources (i.e. financial compensation, work time, College-owned facilities, equipment, or software) in the development of an online course. Sale, transfer, or reuse of such materials at separate institutions by faculty is not permitted without express written permission of H. Councill Trenholm State Technical College.

All online courses developed using the H. Councill Trenholm State Technical College distance education platform or any medium, media, or symbol (icon, logo, letterhead, etc.) used to represent the College shall be the property of the College and must be approved by the President's Cabinet of the College prior to publication. Violation of this policy will be considered a misrepresentation of the College, a violation of copyright and subject to all due penalties and procedures.

Copyright Policies

Faculty members must ensure that the courses they teach online comply with applicable copyright laws. The college publishes on its website the P2P/Copyright Policy that addresses the very specific and detailed issues of using the college resources for onsite and/or offsite access to items that are protected under the Digital Millennium Copyright Act (DMCA) and Peer-to-Peer File Sharing Policy. The P2P/Copyright Policy is provided as a public domain notification that Trenholm State Technical College complies with the legal and regulatory requirements of all jurisdictions in which it operates, inclusive of its own local jurisdiction as a matter of Institutional Compliance Requirements, Public Law 110-315. See the full law at http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf .

Furthermore, the college catalog, specifically the Student Handbook section, p. SH-27, provides the college's Internet Acceptable Use Policy. This policy details the appropriate use of the colleges' resources to access and use materials of various types in the academic pursuit of a college degree or in college-wide instructional and employee practices.

Within each of these jurisdictions, the noted documents and policies specifically address how the college complies with the legal and regulatory requirements of the jurisdictions in which it

operates. All administrators, faculty, and staff must remain cognizant of these policies and apply due diligence to identify individual or group violations of these legal and regulatory requirements.

Additions to the College Curriculum

For any new course not currently in the College curriculum, instructors must follow standard course adoption procedures before making a request to develop the course online. Courses not currently in the College course catalog must be submitted to the Curriculum Committee for approval prior to submission to the Department of Postsecondary Education (DPE). Once a course has been approved by DPE, the College's Distance Education Committee will consider the course for development as an online course according to the criteria prescribed on the Proposal for Development of an Online Course application.

Decision Making Authority

The Distance Education Committee and the Curriculum Committee shall make decisions concerning the execution of distance learning at H. Councill Trenholm State Technical College. These committees consist of current faculty and staff members of the College. All policy reviews, adoptions, and changes will be processed through the appropriate Distance Education or Curriculum Committee.

Procedures/Policies for Course Development and Online Teaching

General Guidelines

All distance education courses for H. Councill Trenholm State Technical College will be developed, evaluated, and taught under the guidelines approved by the Distance Education Committee. Faculty of Trenholm State Technical College must follow all procedures and adhere to all policies for course development, evaluation, compensation, and online teaching as established by the Distance Education Committee and published in this manual. Noncompliance with any of these policies or procedures may result in the loss of the privilege of online instruction, as well as the loss of any contracted online course development compensation.

Staffing

Course development is a crucial stage in the successful fruition of an online course. Therefore, to ensure quality, consistency, and efficiency, the instructor of a course should be the developer of the course. The College encourages each instructor to personalize online courses to reflect his/her individual character, personality and educational philosophy. However, an occasional emergency may require the substitution of the course developer with a different instructor. Division Directors and others who may be responsible for development and publishing of the semester course schedule must ensure that each online course is staffed with certified online instructors. Replacement instructors must meet with the Dean of Instruction to discuss qualifications and preparation for teaching the online class prior to the scheduled student orientation.

Every course website used to deliver instruction in an online or hybrid course must be evaluated and found to meet quality expectations before students are allowed to enroll. Certification to teach online and previous successful course development does not exempt one from this requirement. Any instructor who is assigned to teach an online or hybrid class previously developed and taught by another instructor must continue to use the already developed, evaluated and approved course website to deliver instruction for the course unless he/she has developed his/her own website, submitted it for review by the Distance Education Committee, and received approval to open the new course website for enrollment.

Applying to Develop an Online or Hybrid Course

Instructors who desire to develop an online or hybrid course for Trenholm State Technical College must complete an application package (see Appendix) and submit it for approval through the appropriate channels. A detailed outline of the course content and online learning resources that will be posted on the course website must accompany the application to develop an online course. **No new online or hybrid course will be listed in the official College semester course schedule until the course has been fully developed, evaluated by the Distance Education Committee, and approved for enrollment.** To allow for schedule planning, courses must be fully developed, evaluated, and approved by the end of spring semester for listing in the fall semester course schedule. A similar timetable will apply to courses listed in the spring and summer course schedules. Waivers of these deadlines will be granted only in emergency circumstances and must be approved by the Dean of Instruction.

Certification Process for Online Teaching

In effective online classes, teachers provide instruction in ways that actively engage all students in memorable learning experiences. Effective online classes stimulate communication among class members and elicit thought provoking dialogue between the teacher and the student. In such a class, students are challenged to think logically and creatively, and master course content to the same degree of proficiency as students in the same traditional course. It takes a special skill set and a particular passion for online teaching to develop and deliver a course that meets these standards. Therefore, Trenholm State Technical College requires training and certification for all instructors who desire to teach an online or hybrid class. The Distance Education Committee is the College's agent for developing and managing the certification process.

In 2010, the Distance Education Committee developed a new plan to certify instructors to teach online and to mentor new and potential online instructors. Under this plan, an instructor who wishes to teach online completes a "skills check-off sheet" that certifies proficiency in specific areas of technical competence and general knowledge (see addendum, page A-15). The certification process for those who have **no prior experience teaching online** entails completing the skills check-off sheet in the following stages:

1. **"Introduction to Moodle":** A hands-on, group training session designed to familiarize the instructor with Moodle, the College's primary learning management system (the computer platform for online courses), and to expose the instructor to other learning

management system options, as well as to equip the instructor with the skills necessary to begin construction of an online course.

2. **"Intermediate Moodle"**: A second hands-on, group training session designed to increase the instructor's familiarity with Moodle, with special emphasis on creating online question banks and online assessments, working with assessment results and student activity data, and managing classwide communication in discussion forums, chat sessions, surveys, and polls.

3. **"General Knowledge of Online Teaching/Learning Issues"**: Independent, self-paced study of the general principles of effective online instruction, current issues in distance education, and laws, policies, and procedures and that govern online instruction at Trenholm State Technical College. The instructor is assigned specific readings/viewings and completes corresponding quizzes at the College's Distance Education Faculty Forum (DE 101) website hosted on Moodle.

When an instructor completes all three of these stages of training and obtains certifying signatures on the areas of the skills check-off sheet that pertain to online instructors, he/she is certified to teach online and may apply to develop an online course.

Special Certification Cases

Instructors Experienced in Moodle: Instructors who already have experience teaching online using Moodle at another institution may earn certification in an accelerated process. Each such instructor should first provide documentation of his/her online teaching experience to the chair of the Distance Education Committee, who will then assign a certified mentor to work with the instructor. The instructor should next complete area 3 listed above as required of instructors with no experience. The instructor may then complete areas 1 and 2 listed above by demonstrating proficiency in each listed skill to his/her mentor in a single one-on-one session.

Instructors Experienced in Other Platforms: Instructors who have experience teaching online at another institution using a platform other than Moodle may also earn certification in an accelerated process. Each such instructor should first provide documentation of his/her online teaching experience to the chair of the Distance Education Committee, who will then assign a certified mentor to work with the instructor. The instructor must complete areas 1 and 3 listed above as required of instructors with no experience. However, the instructor may demonstrate competency in area 2 by performing each listed skill for his/his mentor using whichever platform he/she plans to use for course development.

NOTE: Development of new online and/or hybrid courses is governed by separate course development policies which require the instructor to submit an application to develop an online class. Instructors who are interested in developing an online or hybrid class should become thoroughly familiar with those policies, submit an application to develop the course, and receive approval <u>before</u> beginning work on the course.

Certification of Mentors

The Distance Education Committee encourages all instructors who have become certified to eventually become mentors to other instructors who are pursuing certification or who are new to teaching online. To become a mentor, an instructor must have done the following:

1. Developed an online class which was approved for enrollment
2. Conducted an online orientation under the supervision of an authorized mentor
3. Taught an online course for at least 3 semesters
4. Earned favorable peer and student evaluations of the course
5. Demonstrated some degree of expertise in an area of online teaching which can be shared with others

As these milestones are met, instructors may have each achievement certified on the skills check-off sheet (see addendum, page A-15) in the skills area designated for mentors. Instructors who complete the mentoring portion of the skills check-off sheet will be duly certified as mentors and will be awarded certificates verifying their accomplishments.

An instructor designated as a mentor may be assigned to assist a newly certified instructor develop an online class or may simply serve as an open resource person for anyone with questions about online teaching in the mentor's area of expertise. Mentors may also be asked to supervise the first student orientation that a new online instructor conducts and may be asked to teach Moodle group training courses if the need arises.

Compensation for Course Development

No release time or reduced work load will be granted for development of an online course. Compensation for development of online courses is made at the rate of $500 per course and must be used for professional development or equipment/teaching supplies that remain the property of the College. Only courses that have been approved for development and evaluated by the Distance Education Committee as meeting minimum quality standards will qualify for compensation. **The course developer is responsible for notifying the chair of the Distance Education Committee when he/she believes his/her course is ready to be evaluated.** The chair will then arrange for a team of three Committee members to initiate the evaluation process. There is no compensation provided for the development of a hybrid course at this time.

Evaluations

Each active online and hybrid course will be evaluated at least once per year by students enrolled in the course using the Student Evaluation of Online Instruction form (see Appendix). In addition, periodic peer evaluations of all active online/hybrid courses will be conducted by teams of at least 3 members as a means of continually assessing and improving the quality of distance education at H. Councill Trenholm State Technical College. At least one member of the peer review team will be a member of the Distance Education Committee; other members may be Committee members or current online/hybrid course instructors. Peer reviews will be conducted at least once every three years for courses not offered online every semester, and every two years for those courses offered online every semester.

Peer evaluations will consist of both a preliminary self-evaluation conducted by the instructor of the course and a follow-up team evaluation. The chair of the Distance Education Committee will notify instructors by e-mail when an evaluation is needed and will provide the required Online Course Self-Evaluation Form (see Appendix). The instructor will be given at least two weeks each to perform the self-evaluation of his/her course(s). When the self-evaluation is finished, the instructor will send the completed self-evaluation form to the Distance Education Committee chair, who will then forward it to the 3-member evaluation team. The evaluation team will review the course using the instructor's self-evaluation for reference and will complete the approved Online Course Evaluation Form (see Appendix) according to its findings. A copy of the evaluation will be given to the instructor/developer of the course as well as the appropriate instructional division director and dean.

If a peer evaluation team finds that a course does not meet minimum quality standards, the team will report the course deficiencies to the course instructor/developer, along with suggestions for improving the course. The course developer may request another evaluation after he/she has made the suggested improvements.

If either course quality or online teaching quality is found to be unsatisfactory based on the results of student or peer evaluations, the course may be removed at the direction of the Dean of Instruction from the College's online course offerings until its quality has reached an approved level.

Policies to Promote Best Practices in Online Teaching

Online Course Syllabi

Syllabi for all online sections of a course must reflect the same course objectives and student learning outcomes as the syllabi for traditional sections of the same course. Online activities, assignments, and assessments must hold the online student to the same standards of achievement as the traditional student. However, each syllabus for an online course should be customized to reflect the online nature of the class. In addition to those items already included in the College's syllabus template, each online syllabus must include the following:

1. Hardware and software requirements, including instructions for downloading any necessary "plug-ins" required for student participation in the course

2. Attendance and participation policies

3. Instructions for obtaining technical support and academic support

4. A technology back-up plan that tells students how to continue coursework in the event of widespread and prolonged technology failure

5. Rules for acceptable online communication from and between students

6. Instructor contact information, office hours, and a plan establishing acceptable response time parameters for the instructor to respond to student e-mails and phone calls

Online Course Orientations

Each online and hybrid course must include an on-campus orientation with mandatory student participation. Instructors are not obligated to give make-up orientations to students who fail to attend the scheduled orientation session, but may do so if a student has a legitimate excuse for his/her absence. A student who does not attend the mandatory on-campus orientation or a makeup orientation must be dropped from the course as a "no-show" through established College reporting procedures.

Orientations should be scheduled in computer labs already equipped with the necessary hardware and software and internet access necessary for complete participation in the online course. Enrollment in orientation sessions must be limited to the number of computers available in the scheduled lab. In the event that course enrollment exceeds this limit, additional orientation sessions must be scheduled to ensure each student receives the optimal hands-on experience required for success in the course.

Each online orientation session should include a distribution and discussion of the course syllabus as well as hands-on training for participating in the online course. Instructors must ensure that each student is comfortable performing the following tasks:

1. Logging into the course website and retrieving forgotten user names and passwords
2. Navigating the course website
3. Downloading any necessary software plug-ins
4. Accessing and using learning resources, including the College library physical holdings and electronic databases, the Alabama Virtual Library, and other course-specific electronic resources
5. Completing and submitting online assignments
6. Taking online tests
7. Communicating with the instructor and other students through e-mail, chat sessions, and discussion forums
8. Obtaining academic and technical support

Instructors will develop a detailed agenda of topics for the online course orientation and provide a printed copy of it to each student attending the orientation session. A sample agenda can be found in the Appendix of Forms.

Student Identity Confirmation Procedures and Academic Integrity

Trenholm State Technical College is committed to maintaining the academic integrity of all courses, including online and hybrid courses. The College has established the following policies to ensure that the student who registers for a distance education course is the same student who participates in and completes the course:

1. Students enrolled in an online or hybrid course must attend a minimum of 3 on-campus sessions: an orientation, a midterm exam/evaluation and a final exam/evaluation.

Students must present a valid photo ID (e.g. driver's license, College-issued student ID, military ID) to confirm their identity at each on-campus session. Students who cannot produce such identification will not be allowed to participate in the activity. Instructors will carefully compare the photo on the ID to the student presenting the identification and verify that the name on the ID matches the student name on the official course roll. Specific courses may require additional on-campus activities within the limitations prescribed by the definition of "online course".

2. Instructors are encouraged to implement additional specific identity authentication measures within the online course. Such measures may include, but are not limited to, the following:

   o Personal security questions such as "What is your favorite food?" that are asked before granting access to online assessments and for which the student has established correct answers during the orientation session.

   o Subjective writing assignments which require application of knowledge, in-depth analysis and personal reflection in place of simple objective tests.

   o Monitoring of IP addresses used for completion of graded assessments

3. To discourage cheating in an online course, instructors will employ a grading system in which the on-campus or proctored exams/evaluations constitute least 50 percent of the student's final course grade. Division of this weight among the on-campus evaluations should be fairly uniform to encourage academic honesty throughout the duration of the course.

4. To further promote academic integrity of student work within their online/hybrid courses, faculty members will implement additional security measures for online testing and assignment submission. Many security features, such as those listed below, are provided within the course management system. Instructors are encouraged to utilize as many of these as necessary to ensure the integrity of student coursework:

   o Algorithmic generation of test and homework items which ensures each student receives a question with a different answer than every other student attempting the same problem

   o Instructor-provided passwords for quizzes, tests, and other graded assignments

   o Time limits for quiz/test attempts

   o Automatic shuffling of questions and shuffling of multiple-choice responses between student quiz/test attempts

   o Browser security settings prohibiting access to other online sites and/or prohibiting printing during quizzes and tests

   o Limiting student access to quiz/test grades or to review of graded quizzes/tests until all submissions have been graded

o Requirements for specific IP addresses or monitoring and comparing of IP addresses between student attempts of quizzes/tests

o Quiz/test item presentation options (one question per page, no returning to previous questions, etc.)

o Limiting number of attempts per quiz/test

o Time delays between subsequent attempts of quizzes or tests that allow multiple attempts

o Monitoring of student activity logs which record dates, times, and durations of access to graded assignments

Privacy and Security of Student Records and Online Coursework

Faculty members teaching online/hybrid courses are responsible for creating and maintaining an online teaching and learning environment that provides for the privacy and security of students' personal data and coursework. Accordingly, online/hybrid instructors will enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students' educational records. The policies and procedures used by the College to ensure that students' FERPA rights are protected is outlined in the Student Handbook portion of the College Catalog and will be applied to online, hybrid, and traditional on-campus courses alike. To further ensure student privacy in online/hybrid courses, instructors will:

1. Use only the course management systems approved by the College. These systems force log-ins that keep anonymous users and search engines away from student profiles and require unique log-in names and secure passwords that meet industry standards for length and complexity.
2. Assign a unique, confidential enrollment key to each online/hybrid course. Enrollment keys will be changed each semester and issued only to students who are registered for the course and approved guests with a legitimate need to access the course.
3. Use the gradebook provided by the course management system, which prohibits students from accessing other students' grades. Posting of classwide grade reports *in any form* is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.
4. Instruct students to never reveal their log-in names, passwords, or the course enrollment key to anyone.

To prevent the loss of student coursework in an online/hybrid course, instructors will conduct frequent back-ups of the online course and/or separate back-ups of student assignment submissions and grades to a secure external storage site. This should include utilization of any features available through the course management system that are designed to secure student work, such as embedded automatic "save" mechanisms which record student answers immediately upon entry for homework exercises, tests and other assignments.

Proctored Exams/Evaluations

Proctored exams are granted at the discretion of the course instructor only. The student is responsible for securing a suitable proctor, for providing the proctor with the Test Proctor Application/Approval Form (see Appendix), and for ensuring that the form is completed, signed and returned to the course instructor for approval at least one week before the scheduled exam. The student is responsible for scheduling the exam session with the proctor, for paying any fees charged by the test proctor, and for ensuring that the exam is taken and returned by the established deadline. Once a proctor has been approved to administer a test for a student in a particular course, the proctor may give subsequent tests to the same student in the same course without applying for approval again.

Approved Proctors

A proctor may NOT be a friend, relative, spouse, romantic partner, immediate supervisor, same level co-worker, or business associate of the student requesting the proctoring service. Individuals who will be approved to proctor exams for Trenholm State Technical College students must be professionals with no personal interest in the outcome of the exam. The following list gives examples of good candidates for proctors:

- Librarian, counselor, dean, testing center staff member, or fulltime faculty member of a regionally accredited college or university
- Librarian, principal, or counselor of a regionally accredited high school
- Librarian of a public library
- Military commanding officer or learning center officer
- Administrator of a private testing center
- A member of the clergy
- Human resources director for the company employing the student

Trenholm State Technical College reserves all rights of approval for individuals to serve as proctors. Disapproval may be based on any one of a number of factors, including but not limited to potential conflicts of interest, prior unsatisfactory proctoring service, inadequate testing facilities, or the inability to verify the proctor's credentials.

Proctoring Site/Environment

The examination facility may NOT be a private residence. Some examples of appropriate testing facilities are schools, colleges, libraries, testing centers, churches, human resource offices and military education/learning centers. The proctor must be able to provide a testing environment that is quiet and free from disruptions and that provides adequate lighting and a comfortable temperature. The examination facility must be equipped for the type of exam to be given, whether written (comfortable desk and chair) or online (up-to-date computer with internet access and appropriate software). If needed, the facility must be able to provide for approved ADA accommodations.

Proctor's Responsibilities

The course instructor will send the examination materials by e-mail or fax to the proctor at least 24 hours in advance of the test session. Exam materials will NOT be sent to private e-mail addresses. The materials will include the exam (or password to access the exam if it is to be taken online), possibly a separate form for the student to use for recording answers to the test, and the Proctored Test Instruction Form (see Appendix) providing a list of aids that the student is allowed to use (such as calculator, notes, tables, charts, reference manuals, etc.), time limits (if any), and any other miscellaneous instructions the course instructor chooses to provide. The proctor is responsible for:

- Collecting any proctor's fee from the student before the exam session
- Confirming receipt of the test materials with the course instructor
- Ensuring the testing environment/equipment is in order prior to the student's arrival for the exam
- Keeping the test and/or passwords confidential and secure
- Verifying the identity of the student by checking a valid photo ID (driver's license, military ID, College ID, official state ID, or passport)
- Reminding the student of any restrictions of the test (examples: the time limit, no calculators allowed, no notes, etc.).
- Monitoring the student during the exam (Students are not to be left alone, are not allowed to leave the testing area, and are not allowed to use cell phones or other communication devices during the exam session.)
- Reporting any irregularities that occur during the test session to the course instructor (examples: power interruptions, building evacuations, suspected cheating, etc.)
- Returning the completed test and/or answer sheet to the course instructor by e-mail or FAX within 24 hours of the exam completion

Steps in the Proctoring Process

1. Student locates a suitable proctoring candidate and completes the top portion of the Test Proctor Agreement Form.
2. Proctor candidate completes the bottom portion of the Test Proctor Agreement Form and sends it by e-mail or FAX to the course instructor at least 1 week prior to the scheduled exam session.
3. Course instructor reviews the Test Proctor Agreement Form, confirms the credentials of the test proctor, and verifies the suitability of the testing site.
4. Course instructor promptly notifies both the candidate and the student of the approval/disapproval of the candidate to proctor the exam. If the candidate is disapproved, the student locates an alternate test proctor and the previous steps are repeated. If the candidate is approved, step 5 is initiated.
5. Course instructor completes the Proctored Test Instructions Form for the scheduled test and sends it along with a Proctored Test Submission Form, the exam and all other

examination materials by e-mail or FAX to the proctor at least 24 hours in advance of the test session.

6. Proctor confirms receipt of exam materials with the course instructor and prepares the testing site for the exam, ensuring that any necessary equipment is in working order.

7. Before allowing the student to begin the exam, the proctor verifies the identity of the student by examining the student's photo identification.

8. Proctor reviews the instructions for taking the test with the student, noting any special aids that are allowed and reminding the student of time limits and other restrictions.

9. Proctor monitors student during the entire test. Proctors may answer questions about test instructions, but not about the content of test questions. Proctor must immediately terminate the test if irregularities occur.

10. Proctor completes the Proctored Test Submission Form and follows the course instructor's instructions for returning it along with any answer sheets and/or marked tests to the course instructor within 24 hours of the conclusion of the test session.

11. Course Instructor confirms receipt of the Proctored Test Submission Form with the proctor within 24 hours or by the next business day if the test is taken during a weekend or over holidays.

12. Course instructor promptly grades the test and notifies the student of the results.

For additional tests taken by the same student for the same course under the same instructor and with the same proctor, follow steps 5 through 12 above.

Course Design and Content

Every online/hybrid course offered by Trenholm State should be designed to maximize student learning and minimize confusion. The design of each course should reflect principles of organization and consistency to facilitate students' navigation of the online course environment. Important and commonly needed information should never be more than three mouse clicks away. Specific requirements for course design can be found in the Online Course Evaluation form and the Online Course Self-Evaluation Form (see the Appendix of Forms).

For ease of student use and to maintain a sense of consistency among online courses, the instructor of each course will ensure that these items are included in the introductory section of the online course website:

- Instructor contact information (phone number, e-mail address, office location, office hours)
- Link to the College's website
- Link to the course syllabus
- Link to the course news forum
- Link to the College's calendar (located on the College website)

Student Profiles

Student profiles are a useful tool for promoting peer interaction in online courses. Students

should be encouraged to develop their personal student profiles within certain limitations. Specifically, students are prohibited from posting profane, defamatory, or salacious comments. Student photos must be "yearbook" style photos of the students themselves (not group photos). In other words, student photos should be headshots with plain backgrounds and contain no images of alcohol, tobacco, drugs, profanity, racial slurs, offensive slogans, or clothing that is excessively revealing. Online instructors are responsible for monitoring the profiles of students in their online classes and for ensuring that prohibited postings are removed as soon as possible.

Instructor Profiles

In effective online courses, students build interpersonal connections with their instructors as well as fellow students. To facilitate this process, each online instructor will complete his/her own profile for the course, which will include (at a minimum) the following items:

- Digital photo of the instructor
- Introduction of the instructor to the students
- E-mail address and office phone number
- Office hours and office location

Examples of optional items that may be included in instructor profiles are credentials, lists of hobbies or interests, links to professional publications or artistic creations, and links to social media pages or personal websites.

Appendix of Forms

Proposal for Development of an Online Course

Part I: General Information

This application package is to be used by an instructor who desires to develop an online or hybrid course to be taught at H. Council Trenholm State Technical College. This package must be submitted even if you do not desire compensation for the development work. You, the applicant, are responsible for completing the application package, securing the necessary approvals and signatures, and submitting the application package to the chair of the Distance Education Committee. Please allow one month for processing, approval, and return of the package.

Part II: Policies and Procedures

Please read the following policies and procedures and acknowledge your understanding of each by signing your initials in the provided blanks.

1. No release time or reduced work loads are granted for developing an online or hybrid course. _____

2. No course is to be opened for student enrollment or listed in the semester schedule as an online or hybrid course until it has been fully developed, evaluated and approved for activation by the Distance Education Committee and the College President. _____

3. There will be a one-semester gap between the development of a new online course or hybrid course and the activation of the course for student enrollment. _____

4. The instructor of the online/hybrid course should be the course developer. _____

5. First-time course developers must have successfully completed approved training for online instruction and provide documentation of such training with this application package. _____

6. First-time course developers will be assigned a mentor to assist with course development, student orientation, and first-semester questions. The mentor should be the first resource sought for help. _____

7. Compensation for course development will be made at the rate of $500 per course and must be used for professional development or teaching supplies/equipment which must remain the property of the College. No compensation will be issued until the Distance Education Committee has evaluated the course and found it to meet minimum quality standards. Hybrid courses do not qualify for compensation. _____

8. The course developer is responsible for notifying the chair of the Distance Education Committee when the developer believes his/her course is ready to be evaluated. _____

9. Both new and existing online courses will be regularly evaluated by both enrolled students and the Distance Education Committee to ensure that students who are enrolled in online courses receive instruction comparable to that of the course offered by traditional means. The same applies to hybrid courses. _____

10. By completing, signing, and submitting this application package, the applicant indicates that he/she is thoroughly familiar with the Distance Education Policy Manual, in particular the sections that apply to developing and teaching an online course and the evaluation of online courses. _____

Part III: Instructor's Application to Develop an ☐Online or ☐ Hybrid Course

Course Prefix and Number:		Course Name:	
Instructor Name:		Program Area:	
Has Instructor completed training for teaching online?	☐**Yes** – Continue completing this form and attach a copy of the training certificate	☐**No** – Stop! Do not submit this form until you have completed training.	
Is this course new to the College curriculum?	☐**Yes** – Stop! Do not submit this form. New courses must be approved by the Curriculum Committee and DPE!	☐**No** – Continue completing this form and attach a copy of the current course syllabus	
Rationale for Offering Course Online:			
Does this course have a lab component?	☐ **No** ☐ **Yes** – Then explain below how laboratory experiences will be handled.		
Online Platform to be Used:	☐ Moodle ☐ Other: _____		
Special Hardware/ Software Needs:			

When do you anticipate the course being opened for enrollment?
☐ Fall ☐ Spring ☐Summer Year: _____

Program Coordinator Approval

What percent of the degree/certificate program's total credit hours will be available online with the addition of this course? _____ (If more than 50%, STOP! A Substantive Change report must be completed and sent to COE for approval before you proceed. Please discuss with Dean of Instruction.)

Program Coordinator Name (Printed): Program Coordinator Signature:

Division Chair Name:	(Print Name)	Division Chair Signature:	
Instructor Signature:		Submission Date:	

NOTE: A detailed outline of the proposed online course structure (organized either by topic or week), <u>must</u> accompany this application. See sample provided after this application.

Part IV: Institutional Approval

Applicant Name: _____**Course Number:** _____

Date Completed Application Received from Applicant: _____

Distance Education Committee Members: ☐ **Approved** ☐ **Disapproved**
(3 signatures required for action indicated)

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Administration: ☐ **Approved** ☐ **Disapproved**

Dean: _____Signature: _____Date: _____
     (Print Name)
☐ **Approved** ☐ **Disapproved**

President: _____ Signature: _____Date: _____
     (Print Name)

If disapproved, give reason(s) in this space:

Special Instructions to Course Developer:

Administration: Please return form to Distance Education Committee

Date Returned to Distance Education Committee: _____

Date Returned to Applicant from Committee: _____

Assigned Mentor's Name: _____ **Notified Date:** _____

Sample Online Course Outline
Organization Type: <u>Topic Format</u>
Course: English Composition I (ENG 101)

0. Introductory Information
- Course Title *(On-screen text)*
- Instructor Contact Information *(On-screen text)*
- Instructor Office Hours *(On-screen text)*
- News Forum *(Moodle forum)*
- College Library Link *(Link to external website)*
- Online Pre-Course Survey *(Moodle quiz)*
- Course Syllabus *(Uploaded Word file)*
- Course Calendar/Schedule *(Uploaded Word file)*
- Grades Spreadsheet *(Uploaded Word file)*

1. Topic #1: The Steps of Essay Writing
- Topic Overview *(On-screen text)*
- Chapter 1 Highlights *(Uploaded Word file)*
- Quiz on Chapter 1 *(Moodle quiz)*
- Chapter 2 Highlights *(Uploaded Word file)*
- Quiz on Chapter 2 *(Moodle quiz)*
- Chapter 3 Highlights *(Uploaded Word file)*
- Quiz on Chapter 3 *(Moodle quiz)*
- Chapter 4 Highlights *(Uploaded Word file)*
- Quiz on Chapter 4 *(Moodle quiz)*
- Chapter 5 Highlights *(Uploaded Word file)*
- Quiz on Chapter 5 *(Moodle quiz)*

2. Topic #2: Additional Essay Information
- Topic Overview *(On-screen text)*
- Chapter 6 Highlights *(Uploaded Word file)*
- Chapter 7 Highlights *(Uploaded Word file)*
- Manuscripts Form Highlights *(Uploaded Word file)*
- Basic Essay Information *(Uploaded Word file)*
- Basic Outline Format *(Uploaded Word file)*
- Transitions *(Uploaded Word file)*

3. Topic #3: Essay Information and Assignments
- Topic Overview *(On-screen text)*
- Chapter 10 Highlights *(Uploaded Word file)*
- Essay 1 Assignment *(Moodle assignment: upload single file)*
- Chapter 11 Highlights *(Uploaded Word file)*
- Example Process Essay *(Uploaded Word file)*
- Essay 2 Assignment *(Moodle assignment: upload single file)*
- Chapter 12 Highlights *(Uploaded Word file)*
- Example Cause Essay *(Uploaded Word file)*

- Example Effect Essay *(Uploaded Word file)*
- Essay 3 Assignment *(Moodle assignment: upload single file)*
- Chapter 13 Highlights *(Uploaded Word file)*
- Essay 4 Assignment *(Moodle assignment: upload single file)*
- Chapter 9 Highlights *(Uploaded Word file)*
- Essay 5 Assignment *(Moodle assignment: upload single file)*
- Chapter 16 Highlights *(Uploaded Word file)*
- Essay 6 Assignment *(Moodle assignment: upload single file)*

4. **Topic #4: Grammar Lessons**
- Topic Overview *(On-screen text)*
- Sentence Fragments Presentation *(Uploaded Word file)*
- Run-on Sentences Presentation *(Uploaded Word file)*
- Fragment/Run-on Answers *(Uploaded Word file)*
- Quiz on Fragments and Run-ons *(Moodle quiz)*
- Comma Presentation *(Uploaded Word file)*
- Some Wisdom Concerning Commas *(Uploaded Word file)*
- Comma Answers *(Uploaded Word file)*
- Quiz on Commas *(Moodle quiz)*
- Verbs Answers *(Uploaded Word file)*
- Quotation Marks Presentation *(Uploaded Word file)*
- Apostrophes Presentation *(Uploaded Word file)*
- Quotation Marks, Apostrophes, and Effective Word Choice Answers *(Uploaded Word file)*
- Quiz on Quotation Marks, Apostrophes, and Effective Word Choice *(Moodle quiz)*
- Modifiers Presentation *(Uploaded Word file)*
- Modifiers Answers *(Uploaded Word file)*
- Quiz on Misplaced Modifiers *(Moodle quiz)*
- Quiz on Dangling Modifiers *(Moodle quiz)*
- Other Punctuation Marks Answers *(Uploaded Word file)*

5. **Topic #5: Special Skills**
- Topic Overview *(On-screen text)*
- Writing a Summary Presentation *(Uploaded Word file)*
- Writing a Report Presentation *(Uploaded Word file)*
- Using the Library and the Internet Highlights *(Uploaded Word file)*
- Work Ethics/Library Assignment *(Moodle assignment: upload single file)*

6. **Topic #6: Discussion Forum Topics**
- Topic Overview *(On-screen text)*
- Discussion 1 (Week #1) *(Moodle forum)*
- Discussion 2 (Week #2) *(Moodle forum)*
- Etc… *(Moodle forum)*

7. **Topic #7: The Final Exam**
- Topic Overview *(On-screen text)*
- Sections of the Textbook to Study *(On-screen text)*
- Testing Logistics *(On-screen text)*
- The Final Exam *(Moodle quiz)*

Checklist for Online/Hybrid Course Developers

✔	Step	Task
	1.	Read the Distance Education Policy Manual carefully.
	2.	Attend hands-on training for teaching online (see the certification process described in the Distance Education Policy Manual). Obtain a certificate of successful completion.
	3.	Prepare an outline for your online course following either a topic or weekly format. This outline will detail and organize the learning resources, assignments, and assessments to be posted at your online course website.
	4.	Complete the "Proposal to Develop an Online Course" form. Attach a copy of your certificate from training as well as the outline prepared in step 2. Obtain the necessary signatures from your program coordinator and division director.
	5.	Submit your application package to the chair of the Distance Education Committee. Allow one month for processing. If your application is approved, continue to the next step.
	6.	Ask the Distance Education Committee chair to assign a mentor for you and (if you intend to use the College's Moodle platform) to request that the IT Division open a shell for your course.
	7.	Begin developing your course. Seek assistance from your mentor when needed and have him/her look at your course for feedback periodically.
	8.	When your course is fully developed, complete a self-evaluation (see form in Appendix of Distance Education Policy Manual) and notify the Distance Education Committee chair that you are ready to have the course evaluated.
	9.	Upon receiving a satisfactory evaluation, coordinate the listing of your course as an online course in the printed semester schedule. Provide the student orientation date/time/location and information on special software requirements and/or prerequisites to the semester schedule developer. (Arrange for your mentor to attend the orientation session for extra help with unforeseen problems.)
	10.	Conduct a preliminary dry-run student orientation session with your mentor.

Distance Education Course Evaluation Form

Course Number: _____   Course Name: _____

Instructor Name: _____   Date of Evaluation: _____

Criteria		Exemplary	Satisfactory	Needs Improvement
Syllabus	An electronic version of the syllabus is posted on the course website and meets the following criteria: 1. Utilizes the College's syllabus template 2. Reflects current information 3. Is customized to reflect the online nature of the course (see Distance Education Policy Manual for a list of required elements)			
	Comments:			
Instructor Profile	The course site includes a personalized instructor profile with (at a minimum) the following components: 1. Digital photograph or videotape 2. Personal greeting (written, oral, or videotaped) 3. Contact information (e-mail address and telephone number) 4. Office hours and office location			
	Comments:			
Organization	The course site is: 1. Easily navigable 2. Logically organized 3. Presents learning modules in manageable segments			
	Comments:			

Criteria		Exemplary	Satisfactory	Needs Improvement
Communication	The course website facilitates effective student-to-student and student-to-teacher communication by: 1. Clearly stating expectations defining minimal levels of student participation 2. Clearly stating the rules/taboos for responses in chat sessions and forums 3. Specifying reasonable instructor response time to e-mails, phone calls, and assignment submissions 4. Including at least 2 mandatory classwide discussion forums, chat-room sessions, or virtual classroom sessions			
	Comments:			
Supplemental Learning Resources	The course website facilitates mastery of course material through: 1. Instructions and documents that are free of misspellings and other grammatical errors 2. Opportunities for self-assessment 3. Workable links to external resources (virtual libraries, relevant websites, publisher-provided materials, etc.)			
	Comments:			
Academic Integrity	Expectations for student work and achievement are equal to that for students in traditional on-campus classes and are made clear through: 1. A clear and highly organized course schedule that includes deadlines for assignments and policies that address late/incomplete submissions 2. Clearly stated and measurable learning outcomes 3. A clearly defined academic integrity policy that addresses the unique online learning environment and consequences for violations 4. Means for authenticating student work			
	Comments:			

Criteria		Exemplary	Satisfactory	Needs Improvement
Instructional Strategies	A variety of teaching techniques is utilized, including at least three of the following for each learning unit: 1. Reading assignments 6. Collaborative assignments 2. Slide presentations 7. Video presentations 3. Audio lectures 8. Virtual Classroom sessions 4. Interactive tutorials 9. Chat-room sessions/forums 5. Hands-on projects			
	Comments:			
Technology	1. Prerequisite computer skills and hardware/software requirements are clearly communicated to the student in the course syllabus 2. The course website includes links to download sites for tools required for interaction with course content (Examples: RealPlayer, Macromedia Flash, Adobe Acrobat) 3. The course includes a posted backup plan in the event of widespread technology failure as well as instructions/policies for individual cases			
	Comments:			

Summary Committee Findings:

☐ *Course exceeds expectations* – recommended for implementation or continuance **and** for use as a model course

☐ *Course meets expectations* – recommended for implementation or continuance

☐ *Course needs improvement* – not recommended for implementation or recommended for discontinuance

Committee Members' Signatures

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Student Evaluation of Online Instruction

Trenholm State is committed to providing the best possible educational experiences for its students in both traditional and online courses. This survey is designed to measure, in part, the effectiveness of the instructions you have received in your online course. The survey is completely **anonymous**, and although the compiled results will be provided to the instructor of the course, individual responses are not. Please share your experiences in this course as honestly as possible by indicating the degree to which you agree or disagree with each of the following statements.

About Yourself as a Student	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My reading and writing skills were adequate for this course.	☐	☐	☐	☐	☐
2. My computer/technology skills were adequate for this course.	☐	☐	☐	☐	☐
3. I asked for help when I needed it.	☐	☐	☐	☐	☐
4. I logged onto the course website and checked my e-mail at least twice per week.	☐	☐	☐	☐	☐
5. I spent as much time or more working on this online class as I usually do for classes that I attend on-campus.	☐	☐	☐	☐	☐
6. I have adequate self-discipline (including time management skills) to be successful in an online class.	☐	☐	☐	☐	☐
7. I participated fully in the activities of the course designed to increase interaction among students (for example: creating a student profile, participating in online chat sessions or discussion forums, or working on group projects).	☐	☐	☐	☐	☐

About the Course Website

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
8. The course website homepage was highly organized and easy to navigate.	☐	☐	☐	☐	☐
9. The course website included features (such as a course calendar or checklist) that kept me aware of due dates for assignments.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
10. The course website had few errors (links that didn't work, out-of-date documents, grammatical mistakes, misleading information, etc.).	☐	☐	☐	☐	☐
11. The course website contained ample resources to help me learn the material (for example: instructor's lecture notes, PowerPoint presentations, videos, audio recordings, links to external online resources, etc.).	☐	☐	☐	☐	☐
12. There were adequate self-assessments (practice quizzes, tutorials, flash-cards, homework assignments, etc.) before each major graded test.	☐	☐	☐	☐	☐
13. There was easy access to grades on the course website.	☐	☐	☐	☐	☐
14. An up-to-date syllabus was available at the course website.	☐	☐	☐	☐	☐
15. I had little trouble downloading/obtaining and using any additional software necessary to interact with this course.	☐	☐	☐	☐	☐

About Your Instructor

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
16. The instructor made class policies and expectations of student participation clear.	☐	☐	☐	☐	☐
17. The instructor thoroughly knows the subject matter.	☐	☐	☐	☐	☐
18. The instructor was available for one-on-one help when I needed it.	☐	☐	☐	☐	☐
19. The instructor replied to e-mails and/or phone calls promptly.	☐	☐	☐	☐	☐
20. The instructor's written communication was clear and easily understood.	☐	☐	☐	☐	☐
21. The instructor encouraged interaction among students.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
22. Assignments and tests were graded in a timely manner.	☐	☐	☐	☐	☐
23. The instructor seemed genuinely concerned about my learning.	☐	☐	☐	☐	☐
24. The instructor encouraged all students to express their opinions in this class.	☐	☐	☐	☐	☐
25. I would recommend this instructor to another student.	☐	☐	☐	☐	☐

About the Course in General

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
26. The on-campus orientation was helpful in preparing me to work online in this course.	☐	☐	☐	☐	☐
27. The design and/or policies of this course discouraged cheating.	☐	☐	☐	☐	☐
28. I developed a connection with other students in this course.	☐	☐	☐	☐	☐
29. This course helped me develop skills to be successful in other online courses.	☐	☐	☐	☐	☐
30. I would recommend this online course to another student.	☐	☐	☐	☐	☐

31. What things were most helpful to you in this course?

32. What things could be improved in this course?

Certification for Teaching Online and Mentoring

(Required Skills Check-Off Sheet)

Level	Knowledge or Skill	Date Attained	Signature of Certifying Agent
Online Instructor	**"Introduction to Moodle"** Professional Development Session: 1. Understand what a learning management system is and become familiar with options other than Moodle 2. Enroll in DE 101 (Trenholm's Distance Education Faculty Resource Center on Moodle) 3. Navigate the Moodle environment 4. Customize course settings 5. Create an instructor profile 6. Upload files from a personal computer to Moodle 7. Add course activities (assignments, journals, lessons) 8. Add learning resources (labels, text pages, text documents, slide presentations, links to websites) 9. Edit the Moodle course calendar 10. Send/Retrieve e-mails and messages from within Moodle 11. Use the help features within Moodle and at the moodle.org website 12. Back-up the Moodle course and course documents		
Online Instructor	**"Intermediate Moodle"** Professional Development Session: 13. Create different types of questions for the Moodle course test question bank (true/false, multiple choice, matching, short answer, numerical, etc.) 14. Add images or link to files within test questions 15. Create and post quizzes/tests with customized settings 16. Customize and use the Moodle course gradebook 17. Create and monitor class discussion forums, surveys, and polls 18. Retrieve statistics/data on student activity within the Moodle course		

Online Instructor	**General Knowledge of Online Teaching/Learning Issues** (DE 101 Quizzes from Assigned Readings/Viewings): 19. Know common myths about online teaching and learning 20. Know the most common reasons students enroll in an online class 21. Know the most common reasons students withdraw from or fail an online class 22. Know general principles of effective online instruction 23. Be familiar with the policies that govern distance education at Trenholm State Technical College 24. Be familiar with the policies and guidelines issued by the College's accreditation agency that relate to distance education 25. Be familiar with copyright laws that apply to online education		
Mentor	Develop an online course and have it reviewed and approved for scheduling by the Distance Education Committee		
	Conduct a student orientation to an online course under the guidance and supervision of an approved mentor		
	Teach online for at least 3 semesters		
	Implement in an online class at least one unique teaching tool that either utilizes cutting-edge technology or uses older technology in an especially unique and effective way that can be shared with other online instructors		
	Earn favorable peer reviews and student evaluations of online courses taught		
	Be recommended as a mentor by the Distance Education Committee		

MTH 110 Finite Mathematics
Online Course Orientation Agenda

1. Roll call and student identity confirmation (each student must present valid photo ID)
2. Distribution and discussion of the course syllabus
3. Registration at the online course website
   - Establishing an online account with user name and password
   - Logging into the course
   - Retrieving forgotten user names/passwords
4. Navigating the course from the homepage
5. Using the Browser Check and downloading necessary software plug-ins
6. Accessing learning resources
   - The e-textbook
   - Section videos, PowerPoints, and animations
   - College library resources, Alabama Virtual Library, and Pearson's Research Navigator
   - Course documents
7. Completing and submitting online assignments
8. Taking online tests
9. Communicating with the instructor and other students
   - Using the course e-mail system
   - Participating in discussion forums
   - Participating in online chat sessions and virtual classroom sessions
10. Using the technical support link
11. Obtaining academic support
    - Pearson Tutor Services professional tutoring (free)
    - Student Support Services professional and peer tutoring(free to qualified students)
    - Your instructor

H. Councill Trenholm State Technical College
Student's Rights and Responsibilities in Distance Education

1. Every student enrolled in a distance learning course at H. Councill Trenholm State Technical College will be under the same guidelines that apply to traditional, face-to-face instructional courses.

2. Messages intercepted or received by individuals other than the intended recipient are not the responsibility of H. Councill Trenholm State Technical College.

3. Students must attend the online course orientation and log in within the first week of the beginning course date. If a student fails to do so without contacting the instructor or specific department chair, then the instructor must withdraw said students from his/her course.

4. Any student who does not interact with his/her enrolled distance learning course for a period of three weeks (consecutive or not) in spring or fall semester will be likewise withdrawn from said course.   For summer terms, this period is 2 weeks.

5. All drop/add dates are applicable to any and all H. Councill Trenholm State Technical College courses. Therefore, all refund and payment deadlines are applicable to distance education courses and traditional courses alike.

6. Courses that do not receive minimum enrollment numbers, based on current administrative guidelines, will be removed from the listing of course offerings.

7. Students are also held to the requirements posted in the instructor's syllabus.

8. All complaints should first be discussed with the instructor. If complaint is not resolved at that level, the student should request a conference with the divisional chairperson. As a last resort, the student should contact the respective Instructional Dean if the situation has not been resolved.

9. H. Councill Trenholm State Technical College does not provide personal Internet access or computer use to distance learning students. The College does maintain computer labs with set hours of operation if the student does not possess a computer with Internet access. However, the College does not hold any responsibility for the loss of use of a student's personal computer through any mishaps or misfortune.

10. Students who are enrolled in distance education courses offered by H. Councill Trenholm State Technical College are afforded the same rights as those enrolled in traditional, on-campus courses.

11. For certain courses, additional software may be required to interact with the course. These additional requirements will be posted in the syllabus. Acquisition of such software is the student's responsibility.

12. Each student is responsible for maintaining up-to-date, effective virus protection software on his/her own computer. Although the College takes reasonable precautions to prevent transmission of harmful files, no computer network is impenetrable. Therefore, the College assumes no responsibility for loss of data or other damage resulting from the transmission of computer viruses which may occur during online course interactions.

Online Course Self-Evaluation Form

Course Number: _____ Course Name: _____

Date: _____ Instructor Name: _____

	Yes	No
1. **Syllabus** An electronic version of the course syllabus is posted on the course website.	☐	☐

The syllabus meets the following criteria:

	Yes	No
A. is prominently located in an introductory section of the course website Location on course website:	☐	☐
B. utilizes the College's syllabus template	☐	☐
C. reflects current information	☐	☐
D. contains hardware and software requirements, including instructions for downloading any necessary software plug-ins (found on page_____)	☐	☐
E. includes online attendance and participation policies (found on page _____)	☐	☐
F. contains instructions for obtaining technical support (found on page _____)	☐	☐
G. contains a technology back-up plan for widespread and prolonged technology failure (found on page _____)	☐	☐
H. includes rules for acceptable online communication from and between students (found on page_____)	☐	☐
I. includes instructor contact information and office hours (found on page _____)	☐	☐
J. includes a plan establishing adequate response time parameters for the instructor to respond to student e-mails and phone calls (found on page _____)	☐	☐

Comments:

	Yes	No
2. **Instructor Profile** The course website includes a personalized instructor profile. Location of this item on course website:	☐	☐

The instructor profile contains the following items:

	Yes	No
A. digital photograph or video of the instructor	☐	☐
B. personal greeting (written, audio or video clip)	☐	☐

	Yes	No
C. instructor's credentials (optional)	☐	☐
D. instructor's contact information (phone and e-mail)	☐	☐
E. instructor's office hours and office location	☐	☐

Comments:

3. **Organization**   The course website:

	Yes	No
A. is easy to navigate	☐	☐
B. is logically organized	☐	☐
C. presents learning modules in manageable segments	☐	☐
D. follows the "3-click rule" (no resource more than 3 clicks of the mouse away)	☐	☐

Comments:

4. **Communication**   The course website facilitates effective peer-to-peer and student-teacher communication by:

	Yes	No
A. defining minimum levels of student participation in communication activities Location of this item on course website:	☐	☐
B. clearly stating the rules/taboos for responses in chat sessions and forums Location of this item on course website:	☐	☐
C. including at least 2 mandatory classwide discussion forums, chat-room sessions, virtual classroom sessions or other communication activities Location of these items on the course website:	☐	☐
D. establishing a plan for timely instructor responses to student e-mails, phone calls, and assignment submissions Location of plan on website:	☐	☐

Comments:

5. <u>**Learning Resources**</u>   The course website facilitates mastery of course material through: Yes   No

A. sufficient quantity and variety of learning resources (e-books, videos, audio clips, slide presentations, tutorials, links to external websites, instructor lecture notes, etc.)   ☐   ☐

B. Clear instructions/guidelines for completion of assignments   ☐   ☐

C. documents that are free of misspellings and grammatical errors   ☐   ☐

D. frequent opportunities for self-assessment   ☐   ☐

E. link to College library website   ☐   ☐

F. link to online Information Literacy instructional video   ☐   ☐

Comments:

Yes   No

☐   ☐

6. <u>**Instructional Strategies**</u>   A variety of teaching techniques are used, including at least 3 of the following for each learning unit:

(1) reading assignments   ☐

(2) slide presentations   ☐

(3) audio lectures   ☐

(4) interactive tutorials   ☐

(5) hands-on projects   ☐

(6) collaborative assignments   ☐

(7) video presentations   ☐

(8) virtual classroom sessions   ☐

(9) chat-room sessions   ☐

(10) discussion forums   ☐

Comments:

7. <u>**Technology**</u>   The course website facilitates the use of the course website technology by: Yes   No

A. clearly communicating the prerequisite computer skills and hardware/software requirements   ☐   ☐
Location of these items on the course website:

B. including the links to download sites for tools required for interaction with the course content   ☐   ☐
(examples: Adobe Acrobat, Flash Player, PowerPoint Viewer)
Location of these links on the course website:

C. having no faulty links to external websites   ☐   ☐

D. providing corresponding tutorials if any activities require specialized computer skills   ☐   ☐
   Location of these tutorials on the course website:

Comments:

8. **Academic Integrity**   Expectations for student work and achievement are equal to that for students in traditional on-campus classes and are made clear through:

                                                 Yes   No

A. a syllabus that reflects the same student learning outcomes as the syllabus for the course offered through traditional on-campus means   ☐   ☐

B. a clear and highly organized course schedule/calendar that includes specific deadlines for assignments and tests   ☐   ☐
   Location of this item:

C. defined policies that address late/incomplete assignment/test submissions   ☐   ☐
   Location of this item:

D. a clearly defined academic integrity policy that addresses the unique online learning environment and consequences for violations   ☐   ☐
   Location of this item:

E. means for authenticating student work   ☐   ☐
   Specify the means used:

Comments:

9. **Student Identity Confirmation**   The online course employs the following student identity confirmation procedures to ensure that the student who receives credit for the coursework is the same person completing the coursework:

                                                 Yes   No

A. requires a minimum of 3 on-campus sessions with photo ID required for participation   ☐   ☐
   List the type of on-campus sessions:

B. employs a grading system in which on-campus exams/evaluations constitute at least ☐ ☐
50% of the student's final course grade.
List exams/evaluations with %:

C. utilizes additional specific identity authentication measures for online assessment (see ☐ ☐
Distance Education Policy Manual – Student Identity Confirmation Procedures)
Specify the measures used:

Comments:

10. **<u>Security of Online Coursework</u>** The online course provides for the security of personal data and
student coursework by:

                                                          Yes   No

A. utilizing a course enrollment key issued only to registered students and approved guests ☐ ☐
Enrollment key: _____

B. utilizing a course management system gradebook that allows each student to view his/her ☐ ☐
own grades only
Type of gradebook:

Location of gradebook:

C. utilizing multiple security measures for online testing and assignment submission (see ☐ ☐
Distance Education Policy Manual – Security of Online Coursework)
Specify the measures used:

Comments:

Additional comments:

Signature of Course Instructor:

H. Councill Trenholm State Technical College

Test Proctor Agreement Form

Student Name: _____ Date: _____

Course Number: _____ Course Name: _____

Course Instructor's Name: _____

Course Instructor's E-mail Address: _____

Course Instructor's Phone #: _____

Course Instructor's Campus Location: <u>Patterson or Trenholm</u> (Circle One)

College Fax: <u>334-420-4206 (Trenholm Campus) or 334-420-4305 (Patterson Campus)</u>

The above referenced student at Trenholm State Technical College requests that you serve as official proctor for an exam in the indicated course. Please complete the rest of this form, sign it, and return it to the course instructor by fax or e-mail using the addresses and/or numbers listed above. The form must be received by the course instructor at least 1 week prior to the exam session. The student is responsible for scheduling the exam session with the proctor and ensuring that the test is taken and returned by the established deadline.

Proctor's Name: _____

Job Title/Position: _____

Office Phone #: _____ Fax #: _____

E-mail Address: _____

Employer/ Institution:_____

Employer's Address: _____

Employer's Phone #: _____

Please read the "Test Proctoring Policies" on the next two pages and sign below if you agree to follow those policies and perform the duties of an official test proctor for the above referenced student.

Proctor's Signature: _____ Date: _____

H. Councill Trenholm State Technical College
Proctored Test Instructions

Student's Name: _____ Date: _____

Instructor's Name: _____ Phone: _____

Instructor's E-mail: _____ FAX: _____

Course # and Course Name: _____

Test Title: _____

Test Time Limit: _____ Submission Deadline:_____

Test Type: ☐Paper ☐Oral ☐Online Password (if any) _____

The student my use the following aids while taking the test (check all that apply):

☐ None

☐ Class notes

☐ Textbook (Title: _____)

☐ Reference Book (Title: _____)

☐ Calculator (hand-held calculator, **NOT** a cell phone calculator)

☐ Computer

☐ Formula sheet

☐ Tables

☐ Scratch paper

☐ Other: _____

Other special instructions: _____

_____

_____

_____

_____

_____

H. Councill Trenholm State Technical College
Student Contact Resources
Patterson Campus (P); Trenholm Campus (T)

Dean of Academic Services
Ms. Barbara Anne Spears (420-4479)
(T) Building B – Room 101

Academic Advisors (Instructors For Major)
(After Your First Semester)
Campus-Wide
- Student Schedules • Advising

Dean of Student Services
Ms. Beverly Ross (420-4332) (420-4320)
(T) Building "F" (Financial Aid area)
- Student Activities   • Starting Clubs/Organizations Grievances
- Complaints /   • Other Student Concerns

Director of Admissions and Records
Ms. Tennie McBryde, Trenholm/Building "F" (420-4306)
- Grades   • Transcripts
- Enrollment Confirmation   • Admission Packages
- Drop & Add   • Withdrawal
- Transfer Credit   • Address/Phone/Name Changes
- Lost & Found   • Application for Graduation

Director Of Student Support Services
Dr. Jackie Peterson (P) Building "M" (420-4298)
                  (T) Building "F" (420-4326)
- Tutorial Assistance • Cultural Enrichment
- Personal Counseling   • Career Counseling

Services For Students With Disabilities
Ms. Beverly Ross (T) Building "F" (420-4332)
- Learning Disabilities   • Physical Disabilities
- ADA/504

Distance Education Committee
Mrs. Vicky Ohlson, Chair (420-4382) (P) Bldg. B, 107A
vohlson@trenholmstate.edu

Financial Aid
Ms. Betty Edwards (T) Building "F" (420-4321)
Ms. Martha Arrington (P) Building "C" (420-4292)
- Scholarships   • Financial Assistance (Pell, SEOG, VA, Etc.)

Ms. Linda Greene (420-4322) (T) Building "F"
- Work Study Coordinator

Campus Security
334-262-6362 [Identify your exact campus location]
- Campus Parking   • Security Concerns

Assessment & Learning Enhancement Centers
Ms. Delois Curry (P) Building "J"; (T) Building "F" (420-4371)
- Assistance with Internet research
- Keyboarding practice programs
- Math, English and reading skills strengthening (including Passkey program)
- Time management skills
- Test taking tips and more
- COMPASS assessment retests

Job Placement
Dr. Bruce Gearheart (T) Library Tower, Room 425 (420-4499)
- Employment Assistance   • Placement
- Resume Workshops   • Work Ethics
- Interviewing Techniques • Workplace Etiquette

Bookstores
 (T) Building "F" (420-4269)
- Books & Supplies   • Tuition Payment
- Refunds   • Lost & Found
- Parking Decals

Workkeys Assessments
Ms. Carol Millender (P) Building "J" (420-4347)