INSTITUTIONAL DIRECTIVE 8-33

April 3, 2006

Title: Development and Delivery of Distance Learning Courses

I.   **Purpose**
This directive provides general guidelines and policy for development and delivery of distance learning classes.

II.   **Policy**
It is the policy of Piedmont Technical College to develop and deliver high quality fully interactive classes via the Piedmont Education Network (PEN) and via the Internet of equal rigor while providing the same competency outcomes as their traditional counterpart on our college campus or at any of our centers.

III.   **Responsibilities**
A.   The institutional responsibility for distance learning resides with the Vice President for Academic Affairs who has the responsibility for the operational administration of this activity delegated to the Academic Deans, Off-Campus Deans, the Associate Vice President for Instructional Support and Technology, and the Associate Dean for Instructional Developmen*t*.
B.   The Deans, Off-Campus Programs are responsible for supervising the development of the schedules and facilitating the logistics of teleclass delivery and coordinating the services at the county center sites. They also provide limited support for online students needing information or materials in support of these classes by keeping abreast of services available online for students.

Office of Responsibility: Vice President for Academic Affairs

C. The Associate Vice President for Instructional Support and Technology and the division staff are responsible for establishing and maintaining appropriate equipment and services to allow delivery of teleclasses at distance from the main campus. They are also responsible for purchase, licensing, and duplication of taped telecourse lessons and online courses selected for use by the college and maintaining the logistic support for the Lex D. Walters Greenwood Campus teleclass rooms. IS maintains the WebCT online course management systems and the Web support services for online distance students and faculty. Under the direction of the Associate Dean for Instructional Development, the staff provides instructional design support and technical training, assigns mentor assistance to faculty developing courses, review and monitors course development progress, assures online courses include the minimum "Quality Checklist" requirements prior to being offered to students, and monitors the revision phase of online courses after they are piloted. An ongoing process for evaluation of courses and services provides constant quality improvement where indicated.

D. The academic deans work with their department heads, coordinators, and selected faculty to choose courses appropriate for all distance learning delivery. They review course content with faculty members and confirm that each distance learning course is aligned with student and curriculum needs. Course objectives should be the same as those used in a traditionally taught class. They support faculty members during the development of courses and programs and protect their time constraints as far as official college duties are involved. They use course development as a priority in their faculty members' MBO.

E. The Coordinator of Distance Learning is responsible for facilitating the logistics of teleclass delivery at the Greenwood Center and communicating with the Off-Campus Program Deans and their staff about needs at the centers. The Coordinator also assists in the promotion of programs, publication of distance learning schedules (including Web site updates), and relaying information from faculty to County Center Coordinators.

F. The Student Development Division is responsible for providing all admissions, advisement, and registration processes for distance learning student in the same way they provide for all other students. Specific information about course technicalities should be referred to the Instructional Support and Technology staff.

IV. **Definition of Terms**

A. Teleclasses - Live, interactive television classes that originate in a distance learning classroom on the main campus or at a center and are transmitted to the other sites. Students at each site hear and see the instructor (and the students) at the other sites and have the ability to interact. Admission, registration, and tuition are the same as for on-campus classes.

B. Online Course: A course in which all instructional strategies and communications are planned and executive asynchronously around the communications capabilities and content resources available via the Internet and a Web browser irrespective of students having to receive any instruction at a specific location and at a particular time. The interaction and communications between student-instructor and student-student are handled online. Courses are teacher managed with specific activity due

dates clearly communicated. These courses adhere to advertised term start and end dates. All of these classes use the WebCT Course Management System to provide a common access to materials, a common syllabus and common tools for course delivery via the Web. Admission, registration, and tuition are the same as for on-campus classes.

C. TeleWeb courses – Online courses with videostreamed lessons students' view in place of lectures via the Internet with an online guide and textbook to accompany these pre-produced college courses. Video is provided via streamed video for students with broadband access or via CD/ROM or DVD available from the college bookstore or ACT (a commercial jobber of video course material via the Internet). All other aspects of a TeleWeb course are the same as a Web/Internet/Online course as described above. Admission, registration, and tuition are the same as for on-campus classes and other online courses.

D. Web Centered/Hybrid Course: A course in which most of the instruction required to complete the course is provided via the Internet and a Web browser, but students are required to attend and participate in a series of scheduled synchronous instructional activities at a specific location. At least twenty-percent of the course requires on-campus attendance that is clearly indicated to students prior to registration, including specific dates and times for these synchronous meetings. This format is often used for classes with laboratory experiences that are difficult or impossible to replicate in an online asynchronous environment.

E. Web Enhanced Courses: A traditional course in which Web-based technology is used to support course administration components (i.e., syllabus, course requirements, bibliography of resources, instructor consultation, etc.) and faculty-to-student communications. Students and faculty are expected to adhere to the normal class meeting schedules. On-campus resources are provided for students when assigned required online activities or tests to accommodate students who do not have access to computers at their home or workplace.

V. **Procedures**

The procedures and guidelines used for the development and delivery of teleclasses and online courses include the following:

A. Teleclasses – Since the college provides a unique always-on, full-presence, interactive environment with the Piedmont Education Network (PEN), there is very little difference in a PEN class and a traditional environment

1. Development of Teleclasses
   a. Faculty:
      (1) Completes a short teleclass faculty-training program prior to teaching on the live, interactive network. Topics covered in the training include introduction to distance learning; getting to know the teleclassroom; the distance learner; media development for television; teleclass logistics; and, practice using the technologies.
      (2) Demonstrates good instructional and educational procedures including: practice using the technologies for an adequate time prior to teaching on the live, interactive system; preparing video-based teaching materials prior to the semester's start; applying good teaching techniques; providing

proper interaction with teleclass students; and, coordinating with distance learning support services and the off-campus program staff for the distribution of tests and other materials.

    (3) Design and develop needed instructional materials.

        (a) Selects and/or acquire video materials for use in televised classes. The funding for the rental or purchase of materials to be used in teleclasses will be the responsibility of the instructor's department or division.

        (b) Reviews the CD/ROM and handout materials provided at the on-site training program and refer questions to the Instructional Support and Technology Division Staff.

        (c) Provides the Coordinator of Distance Learning with information about your normal teaching location, where you wish materials sent, and (well in advance) provide information on tests, non-classroom activities, and special classroom events (Web forms are available on the DL Home Page on the Web to simplify this process).

b. Divisional Secretaries:

    (1) Provides faculty names on the Banner system at least one week prior to the start of classes.

    (2) Establishes a Web Enhanced course shell by including the coding in the SIS system and providing the information in the Web form for combining the PEN sections. Refer new faculty to online WebCT training resources and appropriate mentoring resources, as needed.

    (3) Becomes familiar with teleclass procedures to answer questions when possible.

c. Deans, Department Heads, and Coordinators:

    (1) Identifies appropriate instructors well in advance of class start dates with a minimum of one week.

    (2) Encourages and reward faculty attendance at in-service training programs designed to promote teacher improvement in distance learning classroom environments and requires new faculty attendance for an orientation session either scheduled or arranged with an IST staff member.

    (3) Provides a faculty mentor for new faculty to assist in the handling of material distribution and development of a basic WebCT online communications tool.

d. Associate Vice President for Instructional Support and Technology

    (1) Provides advice and appropriate assistance in planning for the future needs in distance learning

    (2) Oversees and assists the Instructional Development staff in providing regular and systematic training programs for faculty.

    (3) Assists the Library/Learning Resources staff in providing copyright verification/permission for faculty.

    (4) Encourages the Library/Learning Resources staff in providing support for locating appropriate resources for instructional support for distance learning classes. (5)   Using the resources of the Media Center, provide assistance for faculty in the development of video teaching materials.

(6) Through the resources of the Webmaster and WebCT Course Manager, provide training and support for online communications for distance learning classes.

(7) Maintains systems for quick and efficient maintenance and repair of distance learning equipment and provide on-call support at all times distance learning facilities are in use. Provide a system for recording and reporting all trouble calls and the time required to resolve them.

(8) Assists in the marketing of classes by maintaining accurate class schedules and Web schedules.

e. Deans, Off-Campus Programs:

(1) Coordinates both internal and external marketing of teleclasses with the Office of College Communications.

(2) Develops schedule of classes with assistance and advice of deans, department heads, coordinators and appropriate faculty.

(3) Provides teleclass schedule for distribution with other class schedules

(4) Provides logistic support for handouts, collection of student papers and proctors for exams when requested in advance.

(5) Supervises and maintains classroom areas, as needed.

2. Delivery of Teleclasses

a. Faculty:

(1) Meets class schedule in accordance with college policies.

(2) Utilizes media techniques as demonstrated in the training program.

(3) Utilizes interaction techniques as demonstrated in the training program.

(4) Uses the special distance learning inter-campus envelopes for handouts and exams and provide specific information on the envelope to help the site coordinators know what is expected for the enclosed items. Provide advance notice (48-hours minimum) for proctored exams.

(5) Helps keep the classrooms well maintained by picking up materials and returning the classroom to the exact place you found it or better. Return all controls to their "home" settings or help setup the room for the next class, if asked to do so by the site coordinator. Reports any technical problems using the Web Trouble Ticket, reports them to the site coordinator, contacts the Director of Technical Services, or uses the DL trouble phone number posted on the teacher desk.

b. Student Development Staff:

(1) Provides per-registration information

(2) Provides normal student support services including financial aid, career and admissions counseling.

(3) Becomes familiar with distance learning class modes and instructional processes to answer questions as students request information about these special delivery methods.

c. Divisional Secretaries:

(1) Transmits messages when necessary between teleclass students and faculty.

(2) Becomes familiar with teleclass procedures to be able to respond as much as possible to questions.

(3) Becomes familiar with teleclass faculty schedules.
(4) Assists in the process of distributing materials to distance classes and from students in distance locations.
(5) Keeps the Coordinator of Distance Learning informed about faculty assignments, location of origination sites, faculty contact information (if adjunct), and other information needed to coordinate distance learning activities requested by the Coordinator.

d. Deans, Department Heads, and Coordinators:
 (1) Ensures that instructors are familiar with all policies and procedures governing teleclasses.
(2) Oversees that instructors follow all policies and procedures related to teleclasses.
(3) Informs the Coordinator of Distance Learning when a new faculty member has been assigned to a new distance learning format well in advance of the term start.
(4) Informs the Coordinator of Distance Learning when a faculty member is out sick or if you are aware of any schedule changes are made with a PEN course or if a faculty member is planning to teach at a location other than on the Greenwood campus.

e. Deans, Off-Campus Programs:
(1) Assists in registration of teleclass students.
(2) Coordinates scheduling and delivery of teleclasses.
(3) Facilitates communication between teleclass students and instructors.
(4) Assists in the coordination of students' evaluation of teleclasses and instructors.
(5) Establishes systems for delivery of written teleclass materials to and from each center as needed and monitor the systems to assure they are adequate to meet the needs of faculty and students.
(6) Coordinates testing services at teleclass sites including the employment of test monitors when classroom teachers or the Coordinator of Distance Learning provide advanced notice.
(7) Assists in the update of written procedures for teleclass programs.
(8) Employs and supervise the daily courier service employees.
(9) Provides staff with training (provided by Instructional Support and Technology staff) in technical troubleshooting for distance learning equipment in the centers during all times that rooms are in operation..

f. Associate VP for Instructional Support and Technology
(1) Recommends policies and procedures for teleclass programs.
(2) Assists in the development of additional receive sites within the service area as needed.
(3) Provides specifications for the purchase of all needed equipment for the receive sites.
(4) Maintains adequate technical staff to maintain and repair the technology equipment.
(5) Provides the leadership and direction for evaluation of distance learning systems by students.

(6) Provides training programs to certify support staff in each of the locations where distance learning classrooms reside to assure that on-duty staff are able to use and troubleshoot distance learning rooms equipment.

    g. Distance Learning Technical Services and Media Services

      (1) Provides distance learning classrooms and technical support for teleclasses.

      (2) Maintains the integrity of the video, audio, and data network by repairing as needed.

      (3) Provides services for the production of materials for instructional support as resources allow.

      (4) Tapes class sessions at the request of teleclass instructor only for PEN classes and routinely for satellite classes. PEN classes will not normally be taped and satellite class tapes will not be retained beyond 48 hours without faculty request. Sessions will be taped at the request of the instructor for purposes of self-evaluation or for students who miss live sessions.

B. Online Courses

  1. Requesting and seeking approval for online courses:

    a. Approval steps for faculty wishing to develop a course:

      (1) Discuss course ideas with department head or coordinator.

      (2) Using the priorities for course development based on college needs for certificates, diplomas or degrees with priority on program completion in the technologies seek support for funding and development approval from your division dean.

      (3) Fill out the Course Approval Form on the Instructional Support Center Website or complete the paper Online Course Approval Form (see attachment).

    b. Approval steps for faculty ready to publish a course:

      (1) Establish a course pilot date on the Course Approval Form and inform the appropriate department head.

      (2) Course must be completed and signed off by the Associate Dean for Instructional Development and Division Dean prior to submission for inclusion in Banner course enrollments for the first term to be offered. This first term will serve as a pilot term with enrollment numbers limited and further revisions expected as required to meet student needs.

      (3) Once a course is developed and approved for publication, it is expected to be offered each term fall, spring and summer, unless approved by the Vice President for Academic Affairs for limited use. Some courses may be offered for additional short-term use in the fall and spring as needed to meet student demand.

  2. Development of online courses

    a. Faculty:

      (1) Completes a series of Internet faculty-training programs prior to teaching on the Internet. Topics covered in the training series include introduction to the Internet; using web page construction software; using chat and forum services to promote student interaction; and using the required

WebCT tools and activities as indicated in the Quality Checklist for Online Courses.

(2) Demonstrates good instructional and educational practices and adhere to the "Principles of Good Practice," for faculty as indicated in the publication published by the Southern Regional Education Board as a part of their Southern Regional Electronic Campus program and meet the Quality Checklist for Online Courses required elements.

(3) Meets with Associate Dean for Instructional Development and completes the Plan for the Development of an Online Course form.

(4) Works with WebCT Mentor as needed to develop or adapt materials for use within WebCT for the course content and works with the WebCT course site manager to have a course template and the e-pact (if used) loaded into the WebCT server.

(5) Uses the Quality Checklist for Online Courses to make sure all required elements are included in the course and include other suggested elements as time permits (see attachment).

(6) Designs and develop needed instructional materials and utilize the required WebCT tools as designed and recommended.

(7) Convert traditional supplemental teaching materials to Internet format.

b. Division Secretaries:

(1) Refers questions from prospective online students to faculty or other appropriate offices of campus.

(2) Becomes familiar with online class procedures to answer questions when possible.

(3) Facilitates the contractual and loading requirements for faculty.

(4) Facilitates the contractual arrangements for compensating faculty for course development and training when funding is provided.

c. Deans and Department Heads:

(1) Identification of potential online courses.

(2) Identification of appropriate instructors for development and management of online courses.

(3) Recommends to the Chief Educational Officer compensation for course development or revision according to established policy guidelines.

(4) Provides review of online course content to determine the courses' equivalence to traditional courses. The reviewers should include a determination of the appropriateness of the academic level of the course and adherence to the Quality Checklist for Online Courses.

d. Associate Dean for Instructional Development

(1) Develops and assures quality process for instructional design and delivery include: extensive and customized training for faculty developers and online course facilitators in best practices in online course design and delivery, utilization of a online course development action plan, student evaluation of course design and delivery of course, and ongoing review of courses by deans, department heads and Associate Dean for Instructional Development.

(2) Student success strategies include:
    (a) Advisor review of readiness to include readiness survey (include a copy in appendix)
    (b) On going review of readiness needs
    (c) Live Orientations (example): CPT 117
    (d) Learning lab assistance at all campuses
    (e) Online tutorial
    (f) DL website
    (g) Helpdesk

3. Delivery of Online Courses:
  a. Faculty:
    (1) Prepares a WebCT course site with all the required elements on the Quality Checklist for Online Courses prior to publication of the course.
    (2) Establishes and encourages interaction with students using the tools incorporated in the WebCT course management system and prompt response to student inquiries.
    (3) Establishes and holds scheduled online Forum and Chat office hours or arrange for regular periods during the term for personal telephone and e-mail correspondence.
    (4) Grades and return all exams and projects to students within one week of exam date or due date.
    (5) Prepares and e-mails or posts to forums correspondence for students, i.e., study questions, reminders, etc.

  b. Student Development Staff:
    (1) Provides online pre-registration and registration information
    (2) Advises and register students
    (3) Becomes familiar with online course procedures to answer questions when possible.

  c. Departmental Secretaries:
    (1) Transmits messages when necessary between online students and faculty.
    (2) Becomes familiar with Internet faculty schedules, web URLs and e-mail addresses.
    (3) Assigns faculty to online courses in Banner at least one month prior to the start of term classes to allow the "system Integrator" to create a term shell for faculty course "roll-over" and editing.
    (4) Combines sections using the Web interface for WebCT course section combining as requested by division faculty during the time allocated just prior to the start of each term.

  d. Director, Academic Scheduling and Weekend College:
    (1) Coordinates scheduling and marketing of online courses with traditional courses.
    (2) Assists in the development and updating of online course policies and procedures.

  e. Deans, Off-Campus Programs:
    (1) Refers questions from prospective online courses to faculty or other appropriate offices.

(2) Becomes familiar with online course procedures to answer questions when possible.
    (3) Assists students using the county centers for Internet access use of peripheral equipment.
    (4) Markets courses in conjunction with Student Services.
f. Associate VP for Instructional Technology:
    (1) Assists in the online registration of online students.
    (2) Updates the Web sites for the college to meet the minimal requirements of the "Principles of Good Practice" and "Common Standards" and meeting all requirements of the SREB Electronic Campus, DESC and TechOnline consortium Web sites for promotion of courses and programs.
    (3) Establishes Internet e-mail services for all faculty managing online courses.
    (4) Arranges the logistics for delivery of textbooks, passwords, and online instructions for courses and coordinates textbook orders with the campus shop.
    (5) Coordinates the students' evaluation of online courses.
    (6) Assists department heads, deans, and faculty in evaluating online instructional delivery.
    (7) Assists faculty with online testing services and coordination of proctors, if needed, for assurance of student competency.
    (8) Arranges for the resources of a web server (or series of web servers) to host the online courses and associated online support services.
    (9) Recommends development and updating of policies and procedures.
    (10) Assists in the improvement of delivery of online courses as determined by evaluation.
    (11) Assists faculty and staff in the design and development of web pages.
    (12) Pilot the course with selected students and work with a course mentor to make sure all elements of the course work as planned.
    (13) Informs the division dean and Instructional Director, Academic Scheduling when the course is ready for evaluation and publication to start enrolling students on a scheduled basis (after it meets Quality Checklist criteria).
g. Associate VP for Instructional Support and Technology
    (1) Provides sample exemplary online courses for review by faculty materials and course preview passwords for review by faculty.
    (2) Acquires online course licenses for selected courses and manages password process for students and faculty.
    (3) Provides advice and appropriate assistance in preparation of a web site and links to course materials.
    (4) Locates computer resources for use in preparation of materials and management of course.
    (5) Provides copyright verification and permission, as requested.
    (6) Prepares a schedule of online courses for marketing with other traditional and non-traditional course offerings for the term.

(7) Enters the online courses on the SREC, *TechOnline, and DESC Websites* each term to provide marketing via the Internet.

(8) Assists the Director of Institutional Research in construction of appropriate tools for evaluation of online course content and delivery and for comparing online courses to conventional course delivery.

(9) Assists the Office of College Communications with marketing information for online classes upon request.

(10) Supports faculty in the design and implementation of online courses.

(11) Provides online resources for faculty and students with orientation information and links to all needed resources students would normally receive by visiting the college campus.

Original on File   4/3/06
Approved for Publication   Date

Instructional Support Center

Online Course Approval Form

Please complete the following form as thoroughly as possible before submitting it to the IST Division. Make an appointment with Lynn Mack to make sure approvals are granted and to establish a schedule to follow for development and for resource availability.

Regarding Security
Piedmont Technical College uses VeriSign® encryption technology to secure information that is transmitted via this form. To verify this information, please click on the VeriSign Secure Site symbol.
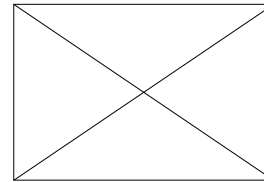
Instructor's Name: [   ]

Department: [   ]

Course Number: [   ]

Course Title: [   ]

Date of Request: [   ]

Course Type: [Online Internet Course ▼]

Type of course development requested:
[Develop Existing Course to Online ▼]

Term to develop course: [Fall ▼] Year: [   ]

Term to pilot course: [Fall ▼] Year: [   ]

First term to publish course: [Fall ▼] Year: [_____]

Course is part of a certificate, diploma, or degree planed for online implementation: [Yes ▼]

Specialized hardware/software required? ☐ YES ☐ NO

If yes, estimated cost: [_____]

Brief rational for course development:
[_____]

Remember that all courses must meet the prior to publication on the Web and submission for the SIS line schedule. The portion below will be completed by individuals approving the project. Leave these fields blank and click on the "submit" button below....

Course development approved by department head:
Approved: [_____] Date: [_____]

Course development approved by division dean:
Approved: [_____] Date: [_____]

Course development approved by Assoc. VP Academics:
Approved: [_____] Date: [_____]

Course development approved by Instructional Development:
Approved: [_____] Date: [_____]

Course development approved by Executive VP:
Approved: [_____] Date: [_____]

[Submit Form to Instructional Development] [Reset Form]

Piedmont Technical College
Instructional Development & Distance Learning

Plan for the Development of an Online Course
(This includes Epack courses also.)

Course Designation & Title_____

Course Developer_____ **Department**_____

Anticipated Completion_____ **Anticipated Initial Offering** _____

Course Development Checklist Action Plan

To assist instructors in the design and development of online courses, the following progressive checklist has been developed. The following outline will assist the course developer, instructional development office, and distance learning staff in preparing and delivering a quality online course for students
**Note: A course may not be scheduled until the course has completed this process and is approved to be scheduled.

Development Components	Course Development Schedule	Developer Init/Date	ID Init/Date
Design Meeting: A meeting between the course developer and supervisor to discuss course, WebCT training, content, layout, time schedules, etc. Note: Epack adopters may be able to move faster with the design process but training is still required.	A least 1 semester prior to starting the course development.		
Online course approval form completed and submitted to DL office ** Must be approved by Sr. VP before DL staff can add the course to designers WebCT account	A least 1 semester prior to starting the course development		

Required faculty training/modules: • FrontPage (Web 101) • Syllabus (Web 102) • Communication (Web 103)** **Required of a facilitators and designers.** • Content Tool (Web 104) • My grades (Web 105B)** **(** Required of all facilitators and designers)** • Respondus (Web 105A) • Facilitation Training (Web 100): Required of all faculty that will be facilitating a course. Includes uploading students, etc. • Online Resources and Streaming Video are optional but recommended, (Web 106-107)	During the semester the course is being developed or prior to the beginning of the development. Adjuncts must attend training if they are the designers of a course.		
Course Guide/Syllabus: Policies related to the course including all components found in directive 8-2 such as • Prerequisites • Course Rationale • Objectives • Grading breakdown • Course communication policies • Integrity policy • Submission of assignments policy (late submissions, maintaining sent files) • Hours course will take per week. (A model may be found on the WebCT Faculty Designer and Facilitator website.)	3-6 months prior to completion		
Course Content Development • Content units or modules designed (a consistent learning flow/process is utilized in each module.) .The content tool is utilized when appropriate. • Relative active learning activities designed that allow for communication opportunities.	3 – 6 months prior to completion		

Communications Development • Calendar tool completed to include major assignments and reminders. • Discussion topics/assignments (preferable 1 a week) • Office hours posted in Chat tool	3-6 months prior to completion		
Supervisor Review • Review of syllabus, course content, and communication components	1- 3 months prior to be scheduled/completed.		
Evaluation Tool Development • Self tests or pre-quizzes • Projects • Student presentations • Assignment description pages • Quizzes/Exams in Respondus • Grading system clarified	3-6 months prior to completion		
Multimedia development (optional) • CD-ROM • Video content • Audio content			
Welcome Page • Introduction to course (see Welcome page template on DL faculty designer resource weblink)	1 – 3 months prior to completion. The DL staff will do this page but faculty must provide them with the template information in a timely manner.		
Other materials/training necessary for course as listed: • _____ • _____ • _____	As established by DL office and developer		

I certify that the course components and procedures outlined above have been successfully completed.

_____

Course Developer   Date

_____

Office of Instructional Development   Date

Quality Components of Online Courses
Adapted Courses or Originally Developed Courses

The *Quality Components of Course Design / Construction of Online Courses Checklist* was developed to help faculty and the college improve the design or construction of an online course (adapted or developed). This checklist will assist in the process of insuring quality of online courses offered by the college. This checklist is currently a work in progress that will be refined based on your feedback and the results of field-tests. The college's quality assurance process will include three components: Technical Support, Course Construction/Design Checklist, Course Evaluation /Assessment (delivery and educational effectiveness to include student outcomes, student retention, and student satisfaction).

Course Construction / Design Checklist

Please take your time in completing the scale and answer all questions honestly. Your responses will be kept confidential.

- Place a checkmark beside each indicator that you find within the course
- Items with an "R" designator are required before a course is published for the first time.
- If all indicators for a principal are checked, then the course should be rated "exemplary"
- If at least half of the indicators are checked, then the course should be rated "acceptable"
- If fewer than half of the indicators are checked, then the course should be rated as "needs revision." The Instructional Developer and Instructional Development Office should address all items marked as needing revision.

Instructional Design Principles	√ R	Indicator Quality Standards	WebCT Effectively Integrated Into Course Design (WebCT tool used)	Rating: 3=Exemplary 2=Acceptable 1=Needs Revision 0=NA Evidence for rating:
Curriculum and learner Analysis				
Design reflects analysis of learner characteristics and curriculum content needs.	R	❑ Educational prerequisites are listed ❑ Entry-level knowledge/skills are described ❑ Prerequisite technology skills are clearly articulated (i.e., readiness to participate in an online course) ❑ Approximate hours needed to complete course are evident in course design. (Usually 120-135 hrs for a 3 SH course.) ❑ Rationale for course is clearly stated. ❑ Instructional objectives meet the requirements of the program(s) in which course is offered. ❑ Course includes an online orientation to the software	Syllabus Orientation	Rating: 3 2 1 0 Evidence:

Syllabus (See Institutional Directive 8.2 for more information)				
Syllabus contains the following:	R	□ Description □ Textbook(s) and materials □ Assignment Schedule with dates, completion time, and points □ Instructor contact information □ Grading plan/assessment strategies □ Attendance procedures/policies □ Virtual/actual office hours □ Grade book is organized and ready to be used to publish all graded assignments and tests	Syllabus Calendar Mail My Grades	Rating: 3 2 1 0 Evidence:
Getting Started documents		□ Course Overview, i.e., how does the course flow and what are students expected to do in what order should they do it □ Meet the Instructor, i.e., what are your credentials and experience that give you expertise in this area of study and any other areas of interest you wish to share with your students. □ Instructions on use of required software or video components □ Information on securing the access codes, if required		Rating: 3 2 1 0

Learning Plan Components

Learning activities apply to one or more of the Principles of Good Practice (AAHE, 1987). *Develops reciprocity and cooperation among students (collaborative learning); uses active learning techniques; emphasizes time on task; communicates high expectations; respects diverse talents and ways of learning.*

Goals and Objectives	R	□ Competencies and performance standards/outcomes are clearly defined (i.e., objectives include measurable criteria) □ Course expectations are high and are clearly defined □ Course content and assignments are linked to unit objectives	Syllabus Content Module	Rating: 3 2 1 0 Evidence:
Course assignments are interactive and involve the student in the learning experience	R	□ Group/team assignments are employed, when effective □ Threaded discussions or formal chats are linked to assignments □ Appropriate library/Web research activities are linked to assignments □ Students are encouraged to ask questions electronically of instructor □ Other appropriate active learning activities such as student presentations are employed in assignments	Assignment Bulletin Board Chats	Rating: 3 2 1 0 Evidence:

Integration of materials and instructional design		☐ The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject. ☐ The content module tool is used effectively to assist students in learning the course content. (i.e. material is "chunked", module overviews or introductions are provided, key concepts are outlined.) ❑ Acquisition of content knowledge is strengthened by appropriate integration of learning resources such as textbook, videotapes, PowerPoint session guides or summaries, and Web links ❑ Integration instructions are clear and match resource(s). (For tapes correlated page numbers in text, study guide, or unit match tape segments)	Content Module	Rating: 3 2 1 0 Evidence:

Learning styles are addressed		❑ Course uses multimedia when appropriate:
		  o Streaming audio
		  o Taped or CD/ROM video
		  o Interactive quizzes
		  o Simulations
		  o Audio PowerPoint
		❑ Visual aids/diagrams are employed effectively
		❑ Interactive applets are used when applicable
			CD-ROM
			
			Images
			
			Links
				Rating: 3 2 1 0
				Evidence:

Integration of Technology Components				
WebCT management tools are effectively integrated into course design	**R**	❑ Navigation is clear and easy to follow ❑ Consistent layout design orients users throughout the site ❑ Graphic elements & color serve an instructional purpose ❑ Font type, size, and color are readable and consistent throughout the site	All WebCT tools are effectively utilized	Rating: 3 2 1 0 Evidence:
Communications Elements				
Student to Student Student to Instructor	**R**	❑ Course activities encourage using public "discussion boards" ❑ Assignments and activities early in the course and throughout the course show expectation for ongoing communications	Discussions Chat Whiteboard	Rating: 3 2 1 0 Evidence:

Instructor to Student		❑ Learners are encouraged to communicate via private email (mail) for personal issues	Syllabus	
Interactive calendar with benchmarks	**R**	❑ Instructor uses the WebCT internal calendar to provide benchmarks for discussions, evaluations, and unit completion	Calendar	Rating: 3 2 1 0 Evidence:
Evaluation				
Course evaluation is linked to objectives and addresses multiple ways of assessing students	**R**	❑ Learners have non-graded opportunities to practice skills periodically during the course ❑ The types of assessments selected are consistent with course activities and measure the achievement of stated objectives and learning outcomes. ❑ Assessments are designed to address higher order thinking skills ❑ Course has clear grading criteria based on a variety of activities and individual student learning styles ❑ Evaluation of student online participation is described (i.e., grading these activities encourages participation)	Quiz Discussion My Grades	Rating: 3 2 1 0 Evidence:
Feedback				
Instructor Feedback	**R**	❑ Instructor provides timely feedback and promises to respond, if at all possible, to email within twenty-four to forty-eight hours, when college is in session.	Mail Syllabus	Rating: 3 2 1 0 Evidence:
Interaction among students	**R**	❑ Instructor facilitates communication electronically through required discussions, chat or email	Discussions Chat	Rating: 3 2 1 0 Evidence:
Student Online Evaluations	**R**	❑ Course contains an online course evaluation to provide student feedback and opportunities for course improvement based on student information	Evaluation	Rating: 3 2 1 0 Evidence:

The Checklist was developed from the York Technical College "Components of Online Courses" and the Florida Community Colleges "Principles of Online Design." Before an online course is released to the public, it will be evaluated on the preceding criteria to ensure needed components are included.