

Distance Education Faculty Handbook
Version 0.2
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Introduction

The purpose of the Austin Community College (ACC) Distance Education Faculty Handbook is to ensure high quality in the delivery of distance education with regard to instruction and procedures. Austin Community College approaches distance education activities from the recognition of its mission to promote student success and community development by providing affordable access to higher education and workforce training in its service area, through traditional and distance education modes.

The Distance Education Faculty Handbook is maintained by the Office of Distance and Alternative Education with input from the College-wide Distance Education Committee. The Distance Education Faculty Handbook will contain guidelines and procedures for the design, development, delivery, and assessment of distance education courses and programs, consistent with AR and G/P 4.01.001. Requests for changes and additions to the Handbook by faculty and staff should be made to the chair of the Distance Education Committee.

Distance Education Goals

1. Distance education courses and programs are offered in support of the broader Mission to promote student success and community development by providing affordable access to higher education and workforce training.
2. Distance education courses and programs are developed, maintained, and delivered to assure high quality courses that provide education comparable to or in excess of that delivered in campus-based classes.
3. Distance education courses and programs should be a resource for quality improvement, development, and innovation throughout educational programs at Austin Community College.

Principles of Good Practice

Distance education activities will follow Best Practices, including those found in the Southern Association of Colleges and Schools (SACSCOC) "Distance and Correspondence Education Policy Statement," as well as standards set forth by the Texas Higher Education Coordinating Board (THECB), "Principles of Good Practice for Academic Degree and Certificate programs and Credit Courses Offered

Electronically".

1. **Standards in Regard to Access, Federal Regulations, Regional Accreditation, and State Agency Compliance**

SACSCOC/THECB/DOE

- a. *Definition of Distance Education and Correspondence Education*

“Distance Education” - For the purposes of the Commission on College’s accreditation review and Austin Community College, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. (*§ 600.2 of the Electronic Code of Federal Regulations*)

“Correspondence Education” - Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced. Correspondence education is not distance education. (*§ 600.2 of the Electronic Code of Federal Regulations*)
Austin Community College is not accredited to offer correspondence education.

The following types of Distance Education classes are offered at ACC:

ONL (Online) — Course instruction is online. Tests may be proctored using methods such as (1) a secure login and pass code, (2) online proctored examinations, (3) proctored examinations at a remote non-ACC testing center, and (4) new or other technologies and practices that are effective in verifying student identification. Online courses eliminate geography as a factor.

DLC (Campus testing required) — Course instruction is online. Tests are taken in the Instructional Testing Centers on campus. Distance testing is not allowed.

HYD (Hybrid) — Most course instruction is online (more than 50%). There is at least one mandatory on-campus component (e.g.; on-site orientation, lab work, meetings, testing in an Instructional Testing Center). Distance testing may be allowed. Students need to be aware of the on-campus requirement when registering.

b. Verification of Student Identity

Online course developers and distance education faculty must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using methods such as (1) a secure login and pass code, (2) online proctored examinations, (3) proctored examinations at a remote non-ACC testing center; and (4) new or other technologies and practices that are effective in verifying student identification. (*FR 4.8.1 of SACSCOC Principles of Accreditation*)

c. Office Hours and Student Contact

Faculty are expected to maintain regular office hours in accordance with the guidelines established by the Southern Association of Colleges and Schools (SACSCOC). Faculty teaching distance education classes are required to hold at

least one hour of office consultation for every three credit hours. It is recommended that distance education faculty include a statement on their syllabi notifying the student of a reasonable time frame (usually 24-48 hours) within which to expect a response to an emailed query.

Faculty should also be aware that distance education classes should provide multiple opportunities for substantive interactions between the faculty member and between the students in the course. This involves the use of technologies that promote active engagement and learning. For example, faculty are encouraged to use discussion boards, interactive wikis, and the chat functions provided through ACC's learning management system. In addition, faculty are also encouraged to embrace other interactive and communications technology that the college provides. Examples of such technologies include Adobe Connect, WebEx, etc.

d. *Use of Institutional Email and ACC-supported Technologies*

ACC policy requires that students use ACCmail to communicate with the faculty. AR 3.05.006 states, "ACCmail is the official required form of electronic communication for ACC students." In addition, distance education faculty may use the communication tools provided by the college-approved learning management system.

e. *Learning Management System and Distance Education Technologies*

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that a higher education institution offering distance education must use appropriate technology capable of verifying and protecting student identity. (*FR 4.8.1 of SACSCOC Principles of Accreditation*). To ensure verification of student identity through ACC's approved username and password policy:

- i. Distance education classes will be taught using the college-approved learning management system.
- ii. Distance education classes may use additional hardware and software for the successful delivery of electronic courses, but the college-approved learning management system must serve as the gateway.
- iii. The Office of Distance and Alternative Education will coordinate acquisition and approval of distance education technology, including learning management systems, and communicate to departments and programs information about those technologies and systems.

f. *Attendance Policy*

ACC requires that student attendance be certified within the period established by U.S. Department of Education and the Texas Higher Education Coordinating Board. In addition, the U.S. Department of Education requires that students complete academic activities before they may be counted in attendance at any time during the semester. The U.S. Department of Education will not accept the simple act of logging

into the college-approved learning management system as proof of attendance at any time during the semester. Distance education programs and classes will be developed and delivered in a way that ensures verification of attendance in conformity to U.S. Department of Education requirements.

Students must complete some form of academic activity in order to be marked as “attended” class. To that end faculty must develop and implement a learning activity (e.g., an online course orientation or syllabus review) that students can complete before the deadline for attendance certification established by the college.

Regardless of strategy, faculty members are required to include an academic activity for students to complete early in the semester. Completion of this activity will be used to verify students’ attendance and participation in the course. Faculty members will report student attendance to the Student Financial Aid Office by the published deadline date each semester. At the end of each semester, faculty members must report a last date of attendance for any student receiving a “W,” “F,” or “I” grade. The last day on which the student completed an academic activity within the course should be used to determine the last day of attendance.

g. *Privacy of Student Records*

Austin Community College maintains students’ educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. The Act protects the student’s privacy and allows students to review their educational records maintained by the College. This protection extends to distance education students. (*FR 4.8.1 of SACSCOC Principles of Accreditation*)

h. *Course Contact and Regular Substantive Interaction*

For the purposes of the Commission’s accreditation review, distance education is a formal educational process in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Such instruction may be synchronous or asynchronous, and may include the use of electronic correspondence, audio, video, or computer technologies. Correspondence education is not distance education, not approved for state funding, not approved for financial aid, and is not to be offered by ACC.

From the Department of Education (DOE), interactions that occur only upon the request of the student (either electronically or otherwise) are not considered regular and substantive interaction. (*§ 602.3 of the Electronic Code of Federal Regulations*)

Interactions are considered substantive if they are:

- Substantial (i.e.; more than just a grade) and relevant to the academic subject matter in which the student is engaged.
- Provided by a faculty member who meets accrediting agency requirements for instruction in the subject matter under discussion.

Interactions are considered to occur “regularly” if the course is designed to ensure that they occur on a predictable and regular basis.

Faculty will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

Distance education courses are considered the “virtual equivalent” to campus-based courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, campus-based course. At the very least, the number of instructor contact hours per week that would be available for campus-based students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week, and should occur as often as is appropriate for the course. Below are examples of activities that faculty may select from in order to comply with regular and substantive interaction requirement. Note that it is not required to implement all of the activities.

Instructor-Initiated Contact and Interaction

- **Announcements:** These are posts that update students on the content or the processes of the class. They can be in written, oral, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.
- **Individual Contact with Students via Blackboard Messaging:** There may be times when individual students need to be contacted by the instructor. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, asking the student questions about the material, or increasing the role of an individual educator in the academic lives of a student. This type of contact is effective because it enhances the one-on-one interaction between student and instructor. Chickering and Gamson’s “Seven Principles for Good Practice in Undergraduate Education” indicates that this is a primary element in success. Although this type of contact may be regular and periodic, it happens more often on an ad hoc basis.
- **Leading Threaded Discussions:** Leading a threaded discussion is initiated by the instructor and more heavily moderated, focusing the messages in the

threads toward specific learning objectives. This kind of interaction is effective because it directly links the subject matter of the class with the individual students in the class. Usually there are time limits to these discussions, so the responses should be timely and regular, within those time constraints.

- **Creating and Moderating Virtual Small Groups:** Faculty can intentionally create virtual small groups in a distance education class. Once these groups are created, the instructor can moderate the work and the discussions among the students. This type of interaction combines the general communal elements of moderating a bulletin board and leading threaded discussions (both described above) in a small groups setting where mutual interdependence can be fostered. Thus, the contact is effective in creating a sense of social cohesiveness as well as creating a community within which deepening the understanding of the subject matter can happen. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular, within those time constraints.
- **Feedback on Student Work:** Faculty are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their performance and adjust their understandings or misunderstandings of the material. As in the campus-based classroom, this contact is crucial in the learning process. The timing of this feedback is at the discretion of the faculty member and dependent on the type of learning that is being achieved. But timely appropriate feedback is essential. Computer generated exams can provide immediate feedback. Feedback on written work will not be instantaneous, but students should be made aware of the parameters of the feedback. The feedback can consist of written, oral, or video material.
- **Posting Prepared Instructional Material:** In a campus-based class, much of the contact between faculty and students is didactic. In an online class too, this is one mode of effective contact between the instructor and the student. Lectures, handouts, and videos, combined with publisher produced material or material found on the Internet, create the functional equivalent of the content of the class. The timing of posting these materials is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.
- **Facilitating Student-to-Student Contact:** This contact can be synchronous or asynchronous, in person or mediated through technology, individual, or group. These communications can be highly or lightly moderated, but the point is for the distance education faculty member to facilitate conversations between students. Instead of the effective regular contact being between

faculty member and student, in this case the effective regular contact involves interaction between learners. As with campus-based classes, this type of communication is very effective in providing opportunities for students to bond with the material and with members of their class. The timing of this interaction is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.

- **Asynchronous Office Hours:** When contacted via email or course message by a student, the faculty member usually responds within 24-48 hours (except weekends, holidays, and vacations) so the contact with the student will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.
- **Moderating a Bulletin Board:** Depending on the structure of the class and the function of the specific virtual space, when a student posts a message in an open, public space in a distance education class, the faculty member usually responds within 24 hours (other than weekends, holidays, and vacations) so the contact, while not immediate, will be timely. This contact is effective because it responds to specific concerns and questions of individual students, yet the responses are shared in a public arena, so that all students can benefit from the question of individual students. (There may be spaces created where the instructor will specifically not respond to students, where students can have their “own virtual space,” but these instances should be clearly communicated to the student.)
- **Synchronous Office Hours:** These are specific hours of specific days when a student can interact with a faculty member teaching a distance education course. These can be physical synchronous office hours where the faculty member is present on campus in a specific office. These synchronous office hours could also be times when the faculty member is available via various technologies: email, Blackboard Messaging or Collaborate, Adobe Connect etc.
- **Other Opportunities to achieve regular and substantive interaction:**
 - Set notifications for “needs grading” in Blackboard to remind faculty of when to grade and provide feedback.
 - Add at least one subjective question to each objective assessment to remind faculty to promote interaction/feedback.
 - More than two attempts not allowed for any assessment without faculty intervention.
 - Define response time for student questions and assignment feedback.

i. Application of Academic Policies to Distance Education Courses and Programs

- i. The same policies concerning admissions requirements, academic standards, academic integrity, dropping and adding classes, repetition of courses, incomplete designations, withdrawal from a course or from the college, classification, grading, grievance procedures, credits, degree completion, and honors apply to distance education as for campus-based classes, unless specifically stipulated otherwise.
- ii. The learning outcomes for distance education courses and programs are identical to those offered on campus, although instructional delivery will necessarily differ.
- iii. Faculty members apply the same standards for coursework and grading for both campus-based and distance education courses.
- iv. As with campus-based courses, education courses must maintain sufficient enrollment to be taught and are subject to the same class cancellation policies as are all courses offered by the College.
- v. In addition, all distance education courses and programs at ACC must comply with the requirements, standards, and policies of both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and with any applicable federal or state laws and regulations.
- vi. Credit hours in distance education courses are required to meet the federal hour definition.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practical, studio work, and other academic work leading toward the award of credit hours. (34 CFR 600.2)

Items that fulfill the homework hours may include reading the course text, completing formal writing/research assignments, answering questions on text readings, conducting research, studying for examinations, and other out-of-

classroom course requirements. These activities must be equivalent to the homework or out of class assignments.

Typically, seven weeks of discussion boards with a final examination and formal research paper submission will cover the minimum in-class contact hours set forth by the Carnegie Foundation.

j. *Online Program Continuity*

The Office of Distance and Alternative Education will work with departments to ensure that approved online programs offer and maintain enough course selections on the schedule that will enable students to have a predictable path to attain degrees or certificates online. Departments with approved online programs will work with department chairs in general education programs to ensure that sufficient online course sections are available to support forward progress.

2. New Online Course and Program Development

a. *Development of New Distance Education/Competency-based Courses*

Developing new distance education and competency-based courses **may** require either notifying or seeking approval from both THECB and SACSCOC. Developing new distance education and competency-based programs **will** require either notifying or seeking approval from both THECB and SACSCOC. Therefore, developers must coordinate with the Office of Distance and Alternative Education before beginning to develop new courses or programs. (Note: Online course offerings from 25% to 49% of the coursework required for a program online require SACSCOC to be notified, and 50% or more of the coursework needed to complete a degree or certificate online requires approval from SACSCOC.).

- i. Online courses are typically offered entirely via distance. Hybrid courses are offered 51 to 85 percent via distance and include face-to-face instruction or mandatory meetings.
- ii. Once a faculty has decided to develop a new online or competency-based or hybrid course, the faculty will seek approval from his/her department chair and dean.
- iii. The faculty will complete the [Distance Education Course Approval form](#) (see appendix) not later than **16 weeks prior to the target delivery term**.
- iv. The form will be forwarded to the department chair and dean for verification and approval. Completion of the approval form with the electronic signatures of the department chair and dean signifies approval to begin the development or conversion of a course for online or hybrid delivery and allows the course to be listed in the schedule for the target delivery term.

b. New Distance Education/Competency-based Course Design Process

All new distance education/competency-based courses and programs will be required to meet design standards set forth in the Quality Matters Rubric as outlined in the course review section of this handbook. The design process serves a useful purpose to promote systematic reflection on elements of course design that promote a quality learning experience for students and achievement of the desired learning outcomes.

Faculty must choose **one of three** ways to design or redesign their online/hybrid courses:

- (a) working directly with an instructional designer, or
- (b) working independently with the use of a Blackboard QM template, or
- (C) in some unique cases, use an approved departmental template designed in partnership between the instructional department and office of distance and alternative education.

All three options will still need to follow the course approval and Quality Matters review process.

For option (a), the course design process is as follows:

- i. Following approval by the department chair and dean to begin the redesign or development or conversion of an online, competency-based, or hybrid course, the Office of Distance and Alternative Education will contact the faculty of record within two business days and assign an instructional designer to the faculty.
- ii. The instructional designer will connect with the faculty first to discuss needs. Developing an online course is a demanding task that requires extensive planning, organization, and the ability to work within a schedule and meet deadlines. This collaborative process is designed to ensure that the course will be ready at the start of the target delivery term.
- iii. Instructional designer and faculty will partner to discover course content and plan for course development. This step will involve the development of module objectives, assessments, learning activities, identification and selection of learning materials and technology tools (refer to Quality Matters Rubric). Use the **Course Design Matrix** and **Module Submission** templates provided in the appendix of this handbook. Begin by planning the broad outline of the course using the Course Design Matrix template and provide the details using the Module Submission template.
- iv. Faculty and instructional designer will organize and structure course content into modules, competencies, units, topics, or weeks.

- v. Instructional designer will provide an approved Quality Matters-developed **course template** for course building, coordinate any production work needed from ACC's multimedia department, and help make selections in terms of instructional technologies and online pedagogical practices.

For option (b), the course design process is as follows:

- i. Following approval by the department chair and dean to begin the development or conversion of an online, competency-based, or hybrid course, the Office of Distance and Alternative Education will contact the faculty of record within two business days and confirm course approval.
- ii. The faculty will assess needs. Developing an online course is a demanding task that requires extensive planning, organization, and the ability to work within a schedule and meet deadlines.
- iii. The faculty will work independently (or with a departmental mentor) to discover course content and plan for course development. This step will involve the development of module objectives, assessments, learning activities, identification and selection of learning materials and technology tools (refer to Quality Matters Rubric). Use the **Course Design Matrix/Alignment Table** and **Module Submission** templates provided in the appendix of this handbook. Begin by planning the broad outline of the course using the Course Design Matrix/Alignment table template and provide the details using the Module Submission template.
- iv. The faculty will organize and structure course content into modules, competencies, units, topics, or weeks.
- v. The faculty will use a Quality Matters-developed **course template** for course building, request any production work needed from the Distance and Alternative Education Department, and make selections for instructional technologies and online pedagogical practices.

For option (c), the course design process is as follows:

- i. Following approval by the department chair and dean to begin the development or conversion of an online, competency-based, or hybrid course, the Office of Distance and Alternative Education will contact the faculty of record within two business days and confirm course approval.
- ii. The faculty will assess needs. Developing an online course is a demanding task that requires extensive planning, organization, and the ability to work within a schedule and meet deadlines.
- iii. The faculty will work independently (or with a departmental mentor) to discover course content and plan for course development. This step will involve the development of module objectives, assessments, learning

activities, identification and selection of learning materials and technology tools (refer to Quality Matters Rubric).

- iv. The faculty will organize and structure course content into modules, competencies, units, topics, or weeks.
- vi. The faculty will use an approved **departmental course template** for course building, coordinate any production work needed from ACC's multimedia department, and help make selections in terms of instructional technologies and online pedagogical practices. **It is important to note that the departmental template is one adopted by the whole department and not individual faculty. Departmental templates must be developed in collaboration with the Distance and Alternative Education department.**

For options (a), (b), and (c) the course Quality Matters review process is as follows:

- i. The faculty and instructional designer will meet for initial quality review (Initial QM Review; see review process section) of course not later than 7 weeks before the start of the target delivery term. At that time, the course will be given provisional approval for delivery in the upcoming semester if it meets at least **85%** on the Quality Matters Rubric.

If the course does not meet at least **85%** on the QM Rubric, faculty will work with the instructional designer to continue development.

- ii. Instructional designer will coordinate with the Office of Distance and Alternative Education to schedule an Internal QM Peer Review to be completed not later than 4 weeks before the target delivery term. The Internal QM Peer Review is a peer-review and collaborative process. Any necessary revisions will be identified and corrected prior to final approval by instructional designer.
- iii. Upon completion, the course will be submitted with a written approval of the instructional designer to the appropriate department chair, division dean, and dean of Distance and Alternative Education.

c. Existing Distance Education/Competency-based Course Redesign Process

All existing distance education/competency-based courses and programs will be required to meet design standards set forth in the Quality Matters Rubric as outlined in the course review section of this handbook. The redesign process serves a useful purpose to promote systematic reflection on elements of course redesign that promote a quality learning experience for students and achievement of the desired learning outcomes.

Faculty may choose **one of three** ways and process as outlined in the "New Distance Education/Competency-based Course Design Process" section of the handbook to

redesign their online/hybrid courses. Request course redesign by completing the [Distance Education Course Redesign Request Form](#)

All existing distance education courses will be scheduled, by the Office of Distance and Alternative Education in partnership with department chairs and deans, for revision and redesign beginning summer 2018 to be completed by fall 2020.

3. Distance Education Course Review Process

In order to better develop, maintain and review online and hybrid course offerings, distance education courses developed or revised will undergo quality assurance checks. Following best practices and meeting standards are important for continued delivery of distance education programs as outlined in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation and stated in the [19 TEX.ADMIN. CODE Chapter 4 Subchapter P: Approval of Distance Education Courses and Programs for Public Institutions](#) .

The review will focus on online, competency-based, or hybrid course design. Course design is the consideration and planning that goes into creating and teaching a course. It is distinct from delivery and evaluation of faculty teaching.

Austin Community College will utilize **Quality Matters Rubric** and standards in reviewing courses prior to delivery and periodically while in delivery (see appendix for sample non-annotated QM Rubric). This rubric is designed by faculty for faculty, and is updated on a regular basis to stay current with instructional technology and pedagogical best practices. It continues to be a national benchmark for online and hybrid course design. The QM Rubric and review process are dynamic and reflect current research findings and national standards of best practices in online and hybrid learning. It is intended to be diagnostic and collegial, not evaluative and judgmental.

There are eight general review standards: (1) Course Overview and Introduction (2) Learning Objectives (3) Assessment and Measurement (4) Resources and Materials (5) Learner Interaction (6) Course Technology (7) Learner Support (8) Accessibility. Within these eight general standards, there are 43 specific review standards. General review standards 2-6 are key components that must align (elements work together to ensure that students achieve the desired learning outcomes).

For a course to meet quality expectations, the course must receive a “Yes” on all 21 of the essential 3 point review standards. A minimum of 84 out of 99 points (85%) must be accumulated.

- 21 Standards are Essential, each valued at 3 points for each standard
- 14 Standards are Very Important, each valued at 2 points for each standard
- 8 Standards are Important, each valued at 1 point for each standard

The Quality Matters Rubrics and processes are:

Continuous

- The Quality Matters process is designed to ensure all reviewed courses will eventually meet expectations.
- The process is integral to a continuous quality improvement process.

Centered

- On research - the development of the rubric is based on national standards of best practice, the research literature, and instructional design principles.
- On student learning - the rubric and process are designed to promote student learning.
- On quality - the review sets a quality goal at the 85% level or better (courses do not have to be perfect but better than good enough).

Collegial

- A Quality Matters review is part of a faculty-driven, peer review process.
- The review process is intended to be diagnostic and collegial, not evaluative and judgmental.

Collaborative

- The review is based on collaboratively identified evidence found in the course rather than the personal preference of an individual reviewer.
- The review is flexible and not prescriptive (many ways to meet each standard).
- The review team consists of experienced online instructors as reviewers in communication with the course developer (Quality Matters, 2014).

a. Review Process

The review process for online and hybrid courses helps assure consistent level of quality content delivery and is not intended to evaluate course content. It is the responsibility of the faculty and instructional department to determine appropriate course content.

The course review process at Austin Community College occurs at 3 levels: Initial QM Review, Internal QM Review, and Official QM Review. Initial QM Review and Internal QM Review are to be completed on all online and hybrid courses using the QM Rubric.

Initial QM Review: An instructional designer reviews the course based on the QM Rubric located in the [QM Course Review Management System](#) (CRMS) and sets up consultation with faculty. He or she provides recommendations for course design

improvement. All new courses automatically undergo an Initial QM Review. The review is initiated by the instructional designer. The CRMS is a secure, automated, online tool used by QM subscribing institutions to manage official and internal course reviews. It is based on the QM Rubric(s) associated with the institution's membership and is used to evaluate or certify the design of online and blended courses.

Faculty, instructional designers, and peer reviewers use the CRMS throughout the course review process to collect, store, and share course information with both the review team and the review's course representative (instructor). The CRMS tracks each review's progress from initiation through completion. Automated features guide each participant as they move through the process, notifying individuals by email of actions required as the review progresses. The CRMS gathers reviewer feedback and recommendations and produces a final report of the review's outcome. If a course needs amendments to meet standards, the CRMS guides the Chair and Course Representative through the amendment process. The consulting instructional designer will provide the faculty with instruction on how to access the CRMS.

Internal QM Review: Once the instructor completes Initial QM review, the second level of review will occur. The Internal QM Review is a peer-review process. Here the course will be reviewed by a team of three reviewers made up of two faculty members appointed by the appropriate department chair and an instructional designer. Faculty can become peer reviewers by completing the QM Peer Reviewer certification course.

- i. Once an online or hybrid course is ready for review, the faculty completes and submits the online version of [QM Course Worksheet](#) (see appendix for sample form). The instructional designer will review the worksheet and approve it if complete. The Course Worksheet provides a place for the faculty to communicate with the instructional designer or review team to inform their review.
- ii. Internal QM Review usually takes 1-2 weeks. The faculty will receive an email from the instructional designer via the QM Course Review Management System when the internal course review is complete.
- iii. Courses that successfully complete the review process by meeting all 43 standards, earn at least 84/99 points (85%) on the QM Rubric, and receive full recommendations by all three peer reviewers are unconditionally approved for delivery. Courses not meeting the 85% threshold will continue to be improved until they meet.
- iv. The instructional designer will provide instructions to be used by faculty to complete the [Review Outcome Response Form](#), indicating their acceptance of the review results, as soon as possible.
- v. Once completed, the Office of Distance and Alternative Education will notify the appropriate department chair and dean.

- vi. The course must receive full recommendation by two of the three peer reviewers as meeting the QM standards. It is expected that all courses developed with the QM standards in mind would receive full recommendation by peer reviewers.
- vii. If a course does not earn at least 85/99 points, the faculty can work with the review team to make necessary revisions before the final review is submitted. If the faculty needs more time to make revisions, the review will be closed and revisions may be submitted at a later date.

Official QM Review: This review is optional but highly encouraged. Instructors interested in official QM certification may submit their courses for review by the Texas QM Consortium after they have been taught for 2 semesters. The official QM review is comprised of a three member team (subject matter expert, internal reviewer, and external reviewer). Once a course meets QM Rubric Standards at the 85% threshold or better and meets all essential standards it is awarded with a QM Certification Mark. The QM Certification Mark demonstrates faculty commitment to quality and continuous improvement.

The following can help determine if a course is ready to be submitted for review:

- The faculty had time to review the Quality Matters Rubric and make modifications before the review. Faculty that are prepared for a Quality Matters review have better outcomes and get more out of the review process. Faculty have access to the Self Review Tool in the Course Review Management System (CRMS), which allows a user to conduct a review of his/her own course.
- The measurable course-level objectives are specified and there are measurable module/unit objectives for each of the course modules/units. The lack of course-level objectives and module/unit-level objectives is among the most frequently missed standards.
- All discussion board questions or topics are posted for review. Student responses (stripped of identifying information) and faculty responses/feedback are not necessary to provide as the QM review does not evaluate delivery of the course.
- If the course uses email in any part of the instruction, this information has been made available to the review team. Examples of such email exchanges should be provided to the review team during its review of the course.
- All course activities, including all audio-visual components, are available to the review team. Sometimes instructors make assignments "not available" after a specified "due date." All such assignments will need to be available to the review team.

- All assessment tools are available for review by the team. The review team will need to be able to access quizzes, exams, and tests, and it would be beneficial to the review team to also have access to the grade book as it is set-up for the "student view."
- The review team see and experience the course as a student would.

Faculty interested should contact the Office of Distance and Alternative Education at dlstaff@austincc.edu or Kathleen Serra - kathleen.serra@austincc.edu 512 223 7376

b. Review of New Course Sections

All courses developed for online or hybrid delivery at Austin Community College will undergo Initial QM Review and Internal QM Review prior to the targeted delivery term. Purpose of initial review is to ensure that:

- Courses are ready for the target delivery term.
- Federal, state, and accrediting agency requirements are met.
- Courses demonstrate online course design best practices.

c. Review of Existing Course Sections

All existing distance education courses and programs will be scheduled, by the Office of Distance and Alternative Education in partnership with department chairs and deans, for review and revisions beginning summer 2018 to be completed by fall 2020. The purpose of review is to ensure compliance with federal, state, and accrediting agency requirements.

d. Course Review Cycle and Recertification

A course is ready for review and recertification every three years. Notification of the three-year review and recertification originate from the Office of Distance and Alternative Education to the appropriate department chair.

4. Course Components

To support ACC's goals of providing high quality distance education programs, a good online, competency-based, or hybrid course will include the following components of course structure:

- Craft an introduction that includes, if applicable:
 - a welcome message from the faculty member
 - a course description

- faculty contact information (including a statement related to the time frame in which students can reasonably expect a reply from the faculty member)
 - required and recommended learning materials
 - course learning outcomes
 - an explanation of course organization
 - the grading policy and grading rubric
 - a description of all exams
 - descriptions of term papers/projects or other required course work
 - directions on how to access the course schedule and due dates
 - research information and links to library resources
 - a description of netiquette
 - a description of the [ACC academic integrity policy](#)
 - advice on how to succeed in an online course
 - links to relevant student policies for withdrawal
 - technical requirements for the course
 - any downloads or plugins necessary for the course
 - technical support contact info
 - a description of support for students with disabilities provided by the Office of Student Accessibility Services
 - exercises to ensure that students know how to use course tools
 - links to student services such as advising, counseling, financial aid, tutoring, library etc.
- Align course learning objectives, activities, and assessments with each other, and make learning objectives clear and measurable to students.
 - Include an overview for individual course units/modules that describes the outcomes, learning materials, activities, and assessments for the unit.
 - Encourage active learning by providing multiple opportunities for active engagement with the course material, with other students, and with the instructor.
 - Include an avenue for students to ask procedural questions about the course through the use of discussion board, email, web-conferencing tools, announcements, etc. An FAQ can also be provided as an alternative or supplement.
 - Emphasize time on task, so that expectations are clearly communicated.
 - Maintain clear communication of assignment expectations and grading criteria such as model learning activity submissions and/or evaluation and grading rubrics.
 - Create a well-organized and easily navigable course with structure common to units, if possible.

- Ensure that the appearance of documents and web pages in the course is consistent.
- Comply with Federal Regulation 508 regarding access for students with disabilities.
- Comply with fair use doctrine when adding course materials.

5. **Accessibility (504 & 508 Compliance)**

Sections 504 & 508 of the Federal Electronic and Information Technology Accessibility and Compliance Act guarantee equal access to programs and services for everyone in institutions receiving Federal funding. What this means is that prior to course approval and implementation, all courses must be designed keeping those students who have special needs and require assistive technology in mind.

a. ***Understanding Accessibility***

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of Universal Design; that is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired.

b. ***Differences between 504 & 508 Compliance***

Section 504 specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution and requesting specific assistance.

Section 508 specifies that institutions have the responsibility to provide resources that are accessible to everyone. Electronic resources need to follow principles of universal design, meaning that the creation of websites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

c. ***Federal Guidelines***

- All applications should have accessibility features activated.

- Assistive technology (captioning, TDDs) should be able to track interface elements.
- All programs used should have keyboard-activated functionality.
- Users should be able to modify display elements and style sheets as needed.
- Images should:
 - Have text tags.
 - Have a description of the image that matches any function it may have.
 - Have a non-animated means of identification, if animated.
- Text should be used:
 - To highlight information that relies on color-coding for emphasis.
 - To identify frames in web pages.
 - To label headings in data tables.
- Narration and captioning alternatives for videos and PowerPoint Presentations should be in sync with materials.
- All elements in electronic forms should be easily identified by assistive technology and should not be subject to time constraints.
- Links to plugins and special software should be provided.

d. Captioning Guidelines

The following are guidelines for when to capture video and audio materials:

- Caption:
 - Material that that will be archived or used in additional courses that has both video and audio.
 - Any compilation of video clips that is archived.
 - Archived video material that is used in the course.
 - Video created by the campus and placed on a public website.
- Don't Caption:
 - Links to YouTube videos (permission may be needed to caption since these materials are not public domain).
 - Video material that already has foreign language subtitles.
 - Student work or raw footage that will not be archived.

e. Other Considerations

In addition to the material in the LMS, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content, known as e-Packs. Some e-Pack materials may not include alt tags or other accessibility options. Before considering an e-Pack for a course it is important to find out if instructors can alter the course content to make it accessible.

5. Evaluation and Quality Assurance for Courses, Programs, and Instructors

a. Faculty Qualifications

Distance education faculty must have the same credentials as any faculty approved to teach traditional courses at ACC. In addition, faculty seeking to teach distance education or competency-based classes must enroll and complete the [Distance Education Instruction Series](#) before they can teach a DL course. Finally, all distance education faculty must be in compliance with professional development guidelines established by their respective departments. *(CS 3.7.2 of SACSCOC Principles of Accreditation)*

b. Distance Education Faculty Evaluation

Faculty are evaluated with regard to their distance education and competency-based teaching within their departments as part of their regular faculty evaluation cycle. Faculty who teach distance education courses should include materials related to their distance education courses as part of their portfolio for evaluation, and should include discussion of their distance education professional development as part of their professional development plans. *(CS 3.7.2 of SACSCOC Principles of Accreditation)*

Departments should also evaluate distance education and competency-based education faculty in their active teaching as well as course design. As substantive interactions with students are a requirement for distance education and competency-based courses, departments may identify specific strategies for evaluating that interaction. This may include having an “observer” added to the course for a period of time to observe faculty interaction through the course management system, copying the observer on communications with students, using course analytics, or having an observer attend any “live” interactions with students such as video conferences. Departments should use a rubric (see appendix for **A Peer Review Guide for Online Teaching Evaluation**) comparable to what they use for classroom observations as part of their evaluation, and should document their methods for including distance education teaching in faculty evaluation as part of their regular program review.

Student evaluation is an integral part of faculty evaluation. Distance and competency-based education faculty should be proactive in their classes to encourage students to complete their evaluations at the appropriate time of the semester. Proactive approaches might include creating a link to the evaluation as a button on the course menu, and sending reminders to students using announcement or email features in the course management system. Departments may require faculty to use specific types of strategies to encourage completion of student evaluations

c. Quality of Distance Education/Competency-based Courses

It is the responsibility of the faculty to ensure that the rigor and quality of instruction are maintained within their courses. To ensure ongoing quality course design and delivery for its distance education programs, faculty will follow the recommended best practices outlined in the “Distance Education Course Design” section of this document.

Since the course learning outcomes for distance education must be identical to those offered on campus, development should begin with a consideration of what instructional strategies will be necessary to achieve the desired outcomes in the distance education environment. *(CS 3.4.1 and CS 3.4.12 of SACSCOC Principles of Accreditation)*

d. Distance Education Program Assessment and Evaluation

- i. The assessment plans for distance education courses and programs should be based on the same learning outcomes and include outcome measures with the same results and targets as those used for the same campus-based courses and programs.
- ii. Departments offering distance education courses or programs must include examination of distance education processes and outcomes as part of their regular Program Evaluation.
- iii. Student Services will regularly report to the Office of Distance and Alternative Education about services provided to distance learners to document comparability provided to campus-based students.
(CS 3.4.1 and CS 3.4.12 of SACSCOC Principles of Accreditation)

The Office of Distance and Alternative Education will regularly review and analyze data from these program evaluations and report on these findings annually to the Distance Education Committee.

6. Training and Professional Development Requirements and Needs

In order to maintain professional skills related to distance education teaching, all faculty teaching distance education classes must receive initial and ongoing training in distance education practices and pedagogy. The initial training, to qualify to teach online, must be at least **16 hours**, including the Distance Education Instruction Series course for new faculty approved by the Office of Distance and Alternative Education. Additional requirements for initial training may be determined by departments. *(CS 3.4.3. of SACSCOC Principles of Accreditation)*

In addition, all distance education faculty must participate in professional development that is specifically related to good distance education practices and effective use of distance education resources. This ongoing training must total at least **9 hours** of

training every three years. These professional development hours count toward general professional development credit for faculty.

While the above specifies the minimum requirements, distance education faculty are encouraged to engage in a wide range of professional development opportunities beyond the minimum, and document that professional development as part of their faculty evaluation. In particular, faculty are encouraged to meet with instructional designers to review new distance education materials and to participate in the Quality Matters review process.

Departments should include documentation of any additional specific requirements for distance education professional development and documentation of how they ensure faculty meet those requirements as part of their regular program review. Departments are advised to consult their instructional dean and the Office of Distance and Alternative Education to develop their requirements. The Office of Distance and Alternative Education will regularly review data on professional development and, based on that data, provide feedback and recommendations to departments, deans, and the Distance Education Committee.

Professional development activities might include (but are not limited to):

- Distance education training sponsored by programs at Austin Community College
- Attending distance education programs and training sponsored by disciplinary or professional organizations
- ACC Summer Institutes
- Participation in training through ACC's institutional memberships (see appendix for recent listing)
- Online Course Redesign Academy (OCRA)
- Meeting with an instructional designer and/or faculty librarian
- Quality Matters training
- Departmental-specific training focused on distance education or meetings to review and discuss distance education practices
- Attending trainings or meetings with publishers or vendors that support good distance education practices

7. Instructional Design Support

Faculty can get assistance with Blackboard, curriculum development, integrating new learning technologies, and other distance-education related content through Instructional Design Services (IDS) and the Office of Distance and Alternative Education. Faculty can schedule individual consultations with instructional designers or undergo group training offered by IDS. Instructional designers will publish a training calendar and consulting

hours for each semester. (CS 3.4.9 and CS 3.7.3. of SACSCOC Principles of Accreditation).

- a. ACC's instructional design team will support faculty and academic programs with expertise and assistance for teaching and learning online based on research and best practices. Instructional designers will promote high-quality, innovative online education at ACC to support the college's vision of being the preferred gateway to higher education and training by providing the following services:
 - Instructional design consulting for distance education courses and programs
 - Research and recommendations for strategies and/or technologies to meet specific learning objectives and assessment methods in online courses
 - Consultation and support during the design and development of online courses and programs to ensure accessibility for all students
 - Assistance with the development of online instructional materials
 - As resources allow and when appropriate, assistance with the production of rich media assets or interactive digital materials for use in online courses
- b. Resource integration in collaboration with faculty librarians to support students' success is essential to a well-designed distance education course. Faculty and departments must work with faculty librarians to identify and integrate library services and resources into their courses. Students have access 24 hours a day, 7 days a week to academic tutorials, the library catalog, online databases, and a librarian through the online chat function on the ACC library homepage.

8. Additional Resources

- a. **Library Services:** Support is available for faculty if they wish to integrate library services and resources into their courses. Resource integration in collaboration with faculty librarians to support students' success is essential to a well-designed distance education course. Students have access 24 hours a day, 7 days a week to academic tutorials, the library catalog, online databases, and a librarian through the online chat function on the ACC library homepage.
- b. **Academic Advising:** Academic advisors are assigned to areas of study and will be actively engaged with students. Academic advisors and counselors are available by appointment. Students in distance education courses should be aware that distance advising (via telephone, email, and/or video conference) is available to them, and that they do not need to be on campus to meet with an advisor.

- c. **Academic Coaching and Tutoring:** Distance education students have access to the same tutoring and coaching resources that students in campus-based courses have. Academic coaching is available through the ACCelerator Academic Coaching program. Academic success coaches are currently housed in the ACCelerator at the Highland Campus, but the hope is to expand the program to distance education courses and other campuses. In addition to on-site tutoring like Learning Labs and ACCelerator(s), distance education students also have the ability to access the college's online writing lab and tutoring service. For more information about online writing labs, visit a Learning Lab on your campus.

9. Student Support Services

- a. ***Student Orientation***

Students enrolled in distance education classes have the same individual responsibility for coursework as students in traditional (face-to-face) classes, but because of the special needs of distance education students, some additional help is provided. Instructors who teach distance education courses must provide and require their students to do a specific distance education orientation and pre-assessment prior to or during the first week of classes, a practice that experience shows would well serve all students. FAQs, tutorials, and other information are provided online. Specific course information and coping strategies may be provided in syllabi or as additional course orientation material. In addition, ACC Learning Lab Services has resources on study and reading skills.

For your convenience, the Office of Distance and Alternative Education has provided some helpful resources on the distance education Student Guide website (<http://dl.austincc.edu/students/>).

- b. ***Access to Library Services and Other Learning Resources***

Library services are provided to distance learners through a variety of means, including the library's web page, and through one-on-one contact with librarians. Distance learners can contact the library via phone, email, or use the online chat on the library's homepage. More detailed information is made available through the library web page, which is publicized to the distance education faculty and students on the college's learning management system. Additional information about getting access from off-campus, TexShare Cards, document delivery to distance education students, borrowing privileges, etc. may be obtained by contacting the Library Services for ACC online-distance education students at 512.223.2135.

- c. ***Computer Services***

All ACC students, including those enrolled in distance education classes, are assigned an ACCmail account that can be accessed through any web-based browser. This provides email capabilities, including online contact with faculty and other university personnel. Any activities conducted over an ACCmail account are

subject to the college's policies as outlined in the student handbook and Web Policy as well as any state and federal law

d. **Admission**

Distance education students are subject to the same admission requirements as traditional on-campus students. (See austincc.edu.) Admissions criteria help ensure that students possess the appropriate background, knowledge, and technical skills required for undertaking a particular course or program.

e. **Tuition**

Students enrolled in distance education classes are subject to the same fees as on-campus students, including (if applicable) out-of-district and out-of-state tuition. See ACC's schedule of Tuition and Fees. Students may incur additional cost if online courses and other distance education courses require proctored examinations or other forms of student identity verification.

f. **Advising and Counseling**

Students enrolled in distance education courses are entitled to all student services, including academic advising and counseling. Advising services are provided via email, telephone, in addition to traditional face-to-face meetings. ACC's distance education counselor can be contacted at 512.223.8187 or townsend@austincc.edu. Distance education students with an active major are assigned to an Area of Study Advisor. Area of study advisors help students select classes, stay on track for degree program, and make decisions about educational and career goals.

g. **Financial Aid**

Financial aid for distance learners is governed by the same rules and regulations as for on-campus students. For more information, see the student handbook or the Financial Aid webpage.

h. **Test Proctoring**

Some distance education classes at ACC require proctored exams as a method for verifying student identity. Online course developers and distance education faculty must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, methods such as (1) a secure login and pass code, (2) online proctored examinations, (3) proctored examinations at a remote, non-ACC testing center; and (4) new or other technologies and practices that are effective in verifying student identification. Distance Education Campus Requirement (DLC) and Hybrid courses require a student to travel to an ACC campus for proctored testing in an ACC testing center.

Typically, instructors requiring proctored testing will often ask students to schedule a time with a testing proctor.

Students should be aware that proctoring centers other than the ACC Testing Centers may charge fees for the services. The Office of Distance and Alternative Learning facilitates remote proctored testing and also provides third-party online proctored testing through ProctorU. ProctorU charges by length of exam and how quickly services are required, generally \$10 to \$25. Students should consult the Distance education website for more specific information about remote test proctoring and costs.

i. ***Student Complaints and Grievance Procedure***

ACC provides a process for students to have complaints and grievances resolved. Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability. Any student who wishes to make a formal complaint to the college should refer to the Student Handbook, which is available online: <http://www.austincc.edu/handbook>

j. ***Disability Services***

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, ACC offers reasonable accommodations to students, including distance education students, with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population.

k. ***Academic Support***

ACC provides online students with resources to support academic success.

Learning Labs

The Learning Labs provide online, synchronous consultation for tutoring, online tutoring, online writing labs, and online group study sessions for distance education students through its website: <http://www.austincc.edu/support-and-services/tutoring-and-academic-help/tutoring-services-and-schedules/online-tutoring>

Academic Coaching

Academic Coaches can assist distance education students with time management, developing & following a schedule, setting attainable goals, preparing for exams, improving study habits, reading a textbook effectively, or overcoming test anxiety, via a phone conversation or email discussion about these topics

ACC maintains online resources with direct links to practice TSI prep, math

prerequisite reviews, and ESOL: <http://www.austincc.edu/support-and-services/tutoring-and-academic-help/assessment-study-materials>

I. ***Career Services***

Austin Community College provides a variety of services to help students develop job search skills and locate employment. Students needing assistance with employment questions (career counseling, resume preparation, job placement, etc.) may contact Career Services by phone at 512.223.2011 or Center for Experiential Learning at 512.223.7008

Appendix

A Peer Review Guide for Online Teaching Evaluation at Austin Community College Background

In 1987, Arthur Chickering and Zelda Gamson published “Seven Principles for Good Practice in Undergraduate Education,” a summary of 50 years of higher education research that addressed good teaching and learning practices. Their findings, and faculty and institutional evaluation instruments based on the findings, have been widely used to guide and improve college teaching.

The Seven Principles provide a useful framework to evaluate the effectiveness of online teaching and learning. Therefore, this *Peer Review Guide* adapts the Seven Principles to facilitate the peer review of online courses in online courses at ACC. Each principle is described in detail, including evidence of how a principle may be met. Examples of evidence to look for and resources for additional information are also included.

The Seven Principles

Good practice:

1. Encourages contact between students and faculty;
2. Develops reciprocity and cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.

Chickering, A. & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin* (39)7.

While, ideally, good practice would suggest that all seven principles would be supported in some way in an online course, variations in course format, size, and faculty teaching experience can make reaching that ideal difficult. It is assumed that a peer reviewer will discover room for improvement when examining a course through the lens of the Seven Principles. This Peer Review Guide provides space for the peer reviewer to note teaching and learning strengths, as well as areas for improvement.

Recommended Peer Review Process

To help facilitate the peer review of online courses, we recommend the following peer review process:

1. The department chair, identifies a faculty peer (“peer reviewer”) to conduct the peer review of teaching. Department chairs can also elect to do the review.
2. The course instructor completes the “Instructor Input Form” (See Appendix B) and shares that document with the peer reviewer to convey contextual information about the course.

3. After reviewing the completed "Instructor Input Form," the peer reviewer uses the "Peer Review Guide for Online Courses" to work through the online course, observing how well the instructor addresses each of the Seven Principles. The reviewer notes the instructor's strengths and areas for improvement for each Principle in the space provided.

NOTE: Reviewers should feel free to ask questions of the instructor any time clarification or information is needed during the review process.

4. The peer reviewer summarizes the feedback in the form of a letter to that instructor that can be included in the instructor's portfolio. The letter, as well as a copy of the completed Peer Review Guide, is then shared with the instructor and department chair.

<p>Principle 1: Good practice encourages contact between students and the instructor.</p> <p>Frequent and timely student-instructor contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of instructor concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none">• A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns.• The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants.• The instructor initiates contact with, or responds to, students on a regular basis in order to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days, such as might be the case during professional travel).	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p>
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- A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc.
- The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, web conferencing) to accommodate distance students.
- Student inquiries are responded in a timely manner.
- The instructor provides students with interaction space for study groups, "hallway conversations," etc.

Where to look:

- Discussion forums
- Email messages
- Posted announcements
- Course syllabus
- Chat space

Resources:

- **“Managing Your Online Class”** - <http://facdev.education.psu.edu/teach/manage>
- **“Ice-breakers”** - http://www.ion.uillinois.edu/resources/pointersclickers/2002_01/index.asp
- **“21st Century Icebreakers: 13 Ways To Get To Know Your Students With Technology”** <http://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/>

Areas for Improvement:

<p>Principle 2: Good practice develops reciprocity and cooperation among students.</p> <p>Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not antagonistic and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> • Regular opportunities for students to engage in one or more of the following activities: • Formal and/or informal discussions of course topics <p>Collaborative course assignments</p> <ul style="list-style-type: none"> • Study groups. • A "meet one another" activity at the beginning of the course so students can begin to make personal connections. • Encouragement to students to strengthen their online presence in the course by sharing links to their e-portfolio, personal Website, and/or posting a photo of themselves to the class Web space (e.g., their LMS profile). • Group assignments that follow the basic tenets of cooperative learning (see Resources, below) in order to avoid the common pitfalls of "group work." • An explanation of the criteria for "good" discussion participation. • Modeling of good discussion participation practices by the instructor. • Discussion prompts that help to guide and elicit student participation in class discussion activities. 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Areas for Improvement:</p>
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- Instructor *facilitation* of class discussions by encouraging, probing, questioning, summarizing, etc.
- Student interaction space(s) for study groups, "hallway conversations," etc.
- Where to look:
 - Instructional materials / Assignment directions
 - Discussion forums
 - Email messages
 - Course syllabus
 - Chat space

Resources:

- "An Overview of Cooperative Learning"
<http://www.co-operation.org/what-is-cooperative-learning/>
- "Strategies to Promote Communication Online"
<http://www.ion.uillinois.edu/RESOURCES/TUTORIALS/communication/communicationStrategies.asp>
- "Ice-breakers"
http://www.ion.uillinois.edu/resources/pointersclickers/2002_01/index.asp
- "21st Century Icebreakers: 13 Ways To Get To Know Your Students With Technology" -
<http://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/>
- "How-to Facilitate Robust Online Discussions"
<https://onlinelearninginsights.wordpress.com/2012/06/25/how-to-create-robust-discussions-online/>

<p>Principle 3: Good practice encourages active learning.</p> <p>Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive. [i]</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> ● Student activities that involve one or more of the following[ii]: <ul style="list-style-type: none"> ○ Active use of writing, speaking, and other forms of self-expression ○ Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable) ○ Engagement in collaborative learning activities ○ Application of intercultural and international competence ○ Dialogue pertaining to social behavior, community, and scholarly conduct ○ For General Education courses, three or more of these activities are integrated into courses offered in the knowledge domains (http://www.psu.edu/ufs/geic/framework.html) ● Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs. ● Examples of student work where they <ul style="list-style-type: none"> ○ Think, talk, or write about their learning ○ Reflect, relate, organize, apply, synthesize, or evaluate information ○ Perform research, lab or studio work, or physical activities 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Areas for Improvement:</p>
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- Participate in, design, or develop educational games and simulations.

Where to look:

- Course syllabus
- Instructional materials
- Assignment dropboxes
- e-Portfolios
- Discussion forums

Resources:

- Active Learning (Illinois State University) - <http://cte.illinois.edu/resources/topics/methods/active.html>
- “Promoting Active Learning” - <https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning>
- “Inquiry-based Learning” - <http://www.schreyerinstitute.psu.edu/pdf/IBL.pdf>
- Move over Socrates: Online Discussion is Here - <https://library.educause.edu/~media/files/library/2003/1/ncp0330-pdf.pdf>

[i] Prince, M. (July 2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93, 3, 223-232.

[ii] Senate Committee on Curricular Affairs (2001). A clarification of ‘active learning’ as it applies to general education (Legislative). Located at <http://senate.psu.edu/scca/curricular%20affairs%20reports/2-01%20CA%20RPT%202.pdf>

Principle 4: Good practice gives prompt feedback.

Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.

Examples of evidence to look for:

- Information about course feedback methods and standards on the course syllabus.
- Option (or requirement) for students to submit drafts of assignments for instructor feedback.
- Meaningful feedback on student assignments that is provided within a publicized, and reasonable, time frame.
- Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed.
- Clearly communicated course and individual assignment grading criteria.
- Up-to-date, student-accessible course gradebook.
- An open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities.
- Student surveys that provide the instructor with feedback for course improvement.
- Examples of student work that demonstrate advancement toward learning goals.

Feedback for the Instructor

Evidence Found:

Strengths:

Areas for Improvement:

Where to look:

- Course syllabus
- Instructional materials / Assignment directions
- Assignment dropboxes and e-portfolios
- Course gradebook
- Discussion forums
- Survey instruments

Resources:

- “5 Research-based Tips for Providing Students with Meaningful Feedback”
<http://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>
- “Gives Prompt Feedback” -
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiMkMLE2JfZAhUDgK0KHbqPA1sQFggvMAE&url=https%3A%2F%2Fwww.uwa.edu.au%2F_data%2Fassets%2Fpdf_file%2F0012%2F1888455%2FLeClercq.pdf&usq=AOvVaw3M1P6usnsPmRnUizL1LSI1
- Howard E. Aldrich. 2002. “Your Paper’s on the Floor, Outside My Door.” National Teaching & Learning Forum, 12, 1: 10.

Principle 5: Good education emphasizes time on task.

The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.

Examples of evidence to look for:

- A published course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly.
- Information on the course syllabus that provides an estimate of the amount of time students should spend on the course (e.g., “On average, most students spend eight hours per week working on course assignments. Your workload may be more or less depending on your prior experience with computing and the Web in general, and with this subject in particular.”)
- Time-to-completion information on course assignments (e.g., “This assignment should take you approximately 2 hours to complete.”)
- Course-specific study tips that provide students with strategies for utilizing their time well.
- Assignment feedback that provides students with information on where to focus their studies.
- Assignment due dates and timeframes that take into account the nature of the target audience. For example, a course targeted to working adult professionals might incorporate a weekend into an assignment timeframe.

Feedback for the Instructor

Evidence Found:

Strengths:

Areas for Improvement:

<ul style="list-style-type: none"> • Course statistics that demonstrate that time-to-completion and weekly time-on-task estimates are on target. <p>Where to look:</p> <ul style="list-style-type: none"> • Course syllabus • Instructional materials / Assignment directions • Assignment dropboxes and e-portfolios • Log in and other access data in the LMS <p>Resources:</p> <ul style="list-style-type: none"> • “Online Course Design: Time on Task” https://www.rit.edu/academicaffairs/tls/sites/rit.edu.academicaffairs.tls/files/docs/Course%20Design_Online_Time%20%20on%20Task_v1.5.pdf • iStudy Module (for students) on Time Management - http://tutorials.istudy.psu.edu/timemanagement/ • How Students Develop Online Learning Skills (<i>Educause Review</i>) - https://er.educause.edu/articles/2007/1/how-students-develop-online-learning-skills 	
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<p>Principle 6: Good practice communicates high expectations.</p> <p>As the saying goes, “if you don’t know where you are going, how will you know when you get there?” Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations.</p>	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p>
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Examples of evidence to look for:

- Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course.
- Explanation of course learning goals and how assignments are designed to help students achieve those goals.
- Frequent feedback provided to students through written explanations and detailed feedback on assignments.
- Motivation and encouragement that inspires students to move past the easy answers to more complex solutions.
- Routine use of critical and probing questions when communicating with students about course assignments and activities.
- Examples and non-examples of high quality work, along with a discussion of the differences between these.
- Examples of student work that demonstrate advancement toward learning goals.

Where to look:

- Course syllabus
- Instructional materials / Assignment directions
- Assignment dropboxes and e-portfolios

Resources:

- "Student Learning Goals and Outcomes"
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=0ahUKEwjA4oGq25fZAhVEAqwKHSJ4APMQFghOMAc&url=https%3A%2F%2Fwww.lib.washi>

Areas for Improvement:

<p>ngton.edu%2Fteaching%2Fw-libraries-learning-goals-outcomes&usg=AOvVaw3Gh0_9WY6mXhnioZxoTbLx</p> <ul style="list-style-type: none"> ● “Assessing and Grading Student Writing” https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwjz6Oah3pfZAhVCEawKHZQNAmoQFgguMAI&url=http%3A%2F%2Farchive.undergrad.umn.edu%2Fcwb%2Fpdf%2Ffisheries_wildlife_conservation_biology.pdf&usg=AOvVaw1H107a3CZTghFk0LXNrwyS ● Authentic Assessment Toolbox - http://jfmuller.faculty.noctrl.edu/toolbox/index.htm 	
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<p>Principle 7: Good practice respects diverse talents and ways of learning.</p> <p>People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. Students need the opportunity to demonstrate their talents and to “personalize” their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that</p>	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p>
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may be less comfortable in order to improve their learning skills.

Examples of evidence to look for:

- Use of a variety of assessment tools that gauge student progress.
- Alternative assignment options that allow students to demonstrate their progress in a manner that is best conducive to their talents. For example, a podcast might be allowed as learning evidence instead of a written paper.
- Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content presented in an alternative manner.
- Timely, corrective feedback for online activities.
- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed.
- A policy for accommodations that is stated on the course syllabus.
- Accommodations are proactively offered for students with disabilities.

Where to look:

- Course syllabus
- Instructional materials / Assignment directions
- Assignment dropboxes and e-portfolios
- Discussion forums

Resources:

- "Learning effectively by understanding your learning preferences"
<http://www.mindtools.com/mneme1sty.html>

Areas for Improvement:

- “Classroom Assessment Techniques”
<https://cft.vanderbilt.edu/guides-sub-pages/cats/>
- “Accessibility and Usability at Penn State” <http://accessibility.psu.edu/>
- Office of Disability Services Faculty Handbook -
<http://equity.psu.edu/ods/faculty-handbook>

A Peer Review Guide for Online Teaching at Austin Community College – Instructor Input Form

Course Instructor:

- * Complete this *Instructor Input Form* and share it with your assigned peer reviewer.
- * Grant your peer reviewer with permission to access protected online courseware (such as courseware in password-protected Blackboard sites)

Instructor and Peer Reviewer

1. Instructor's name:

2. Peer Reviewer's name:

3. Date of review (month/year):

Online Course

4. Course name and number (e.g., COMP 101):

5. Course title (e.g., Introduction to the Planet Earth):

6. Semester (or term) and year during which course was most recently offered (e.g., Spring 2009): _____

7. Relationship of course to certificate or degree programs (e.g., required or elective for PhD in Earth Awareness):

Online course technologies

8. What is the URL for the course home page?

9. What is the URL for the course syllabus?

10. Please describe the nature and purpose of the communications between students and instructors in this course.

11. Please identify other communications among students and instructors about which the Reviewer should be aware but which are not available for review at the sites listed above.

12. Does the course require any supplementary materials beyond what is provided at the sites listed above (e.g., textbook or software)?

Yes No

If yes, please describe:

13. Does the course require any synchronous activities (same time, same place)?

Yes No

If yes, please describe:

14. Does the course require any face-to-face activities?

Yes No

If yes, please describe:

15. Other information that Instructor wishes to have the Reviewer consider:

Course Design Matrix/Course Alignment Submission Template

Course Number and Name:

Program/Certificate:

Course Instructor:

Instructional Designer:

Submission Date:

Course Description:

Program Level Outcomes:

- 1.
- 2.
- 3.
- 4.
- 5.

Course Level Outcomes:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Module/Unit/Week/Chapter Level Alignment Information:

Module 1: [Please put module title here] Example Module 1

Program Level Outcomes	Course Level Outcomes	Module Level Objectives	Read	Watch	Do
					[Example] Discussion Board: Quiz: Assignment: Exam:

Note: 1. Please feel free to change Module to Unit or Chapter based on the course information.
2. No specific instructions for each activity, assignment, and assessment are required for this table.

Module 2: [Please put module's name here]

Program Level Outcomes	Course Level Outcomes	Module Level Objectives	Read	Watch	Do

Module 3: [Please put module's name here]

Program Level Outcomes	Course Level Outcomes	Module Level Objectives	Read	Watch	Do

Module Submission Template

Module Overview

[This section comes directly from the Module Overview column of the Course Design Matrix.] In this module we will examine the... discuss topics... etc.

Objectives

By the end of this module, you will be able to:

-
-
-

Learning Guide

[This section should provide the student with instructions on how to complete the module.]

Example - Begin this module by reading the chapter x of the textbook. After you complete the assigned reading view the module Content and prepare to participate in the online discussion. The discussion questions can be found in the Discussion section below. Complete this module by submitting the module assignment. Please post any questions to the Q & A section of the Discussion Board.

Readings

Include all of the assigned readings for this module here. Include textbooks, documents, external sites, etc. that the students should read to supplement this module. [Please be sure to include any files associated with the readings when you submit this module to your instructional designer.]

Lectures and Videos

Use Heading 2 for Content Headings

Course content should go here. Remember to reference filenames for any Camtasia recordings in this section with the title of the presentation and place it where it fits into the content. If you are linking to files please put <link to nameof.pdf here> where the file should be placed for the

students to access. Text content should be formatted and supplied in a separate Word document. Recorded lecture or video content should be placed in the table below:

3A - Title of Lecture	Provide the filename of the video you for this presentation using the file naming convention in the example below: mod03A_Title of Lecture.mp4
3B - Title of Video	If you use an external video resource, provide a link to external video: ex. http://www.youtube.com/watch?v=7Qv0o1oh9f4
3C - Title of Lecture	Provide the filename of the video you for this presentation using the file naming convention in the example below: mod03C_Title of Lecture.mp4

Use Heading 3 for Sub Headings

Discussion

Online discussion questions go here.

Module 1 Assignments or Quiz

Include all assignments here. Be sure to have a title for the assignment as well as instructions on how you want them to submit it (inline text, attach a Word document, PDF, etc.). **[Please be sure to provide additional documents, e.g., *mod1assignment.pdf* to your instructional designer as applicable when you submit this module.]**

[Example:]

Module 3 Assignment: Statement of Work

Download the attached PDF which includes detailed instructions for completing the assignment for this module. Submit your Statement of Work as a PDF by clicking the Module 3 Assignment: Statement of Work link above.

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

**Standards
Points**

Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	1
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.	2
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3

Materials	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3 2
	4.3 All instructional materials used in the course are appropriately cited.	
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3 3
Activities and Learner Interaction	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	2
	5.4 The requirements for learner interaction are clearly stated.	
	6.1 The tools used in the course support the learning objectives and competencies.	3 3
Course Technology	6.2 Course tools promote learner engagement and active learning.	2
	6.3 Technologies required in the course are readily obtainable.	
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3 3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	2
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	1
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3 2
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

QM Course Worksheet

This worksheet contains questions that you will answer initially, in the internal course review process, and then later in the external review. For this reason, we recommend that you answer the questions directly in this document, save it and keep it handy so that you can copy and paste your answers into the online form in both instances.

Questions 1-4 have been completed automatically through the course review application submission.

BASIC COURSE INFORMATION

5. Has the course been offered at least twice? (This is for informational purposes only and is not a requirement.)

- Yes
- No

6. Is the course stand-alone or part of a sequence with the same structure and technology?

- Stand-alone
- First in sequence using same structure/technology
- Second or third in sequence using same structure/technology
- Other

If "Other" was selected, please explain.

7. Is this course used as a "master" course; that is, is this course duplicated for different faculty to teach?

- Yes
- No

If yes, the submitted instance of the course should include all course components including instructor specific information.

8. Is the syllabus set by the institution or may the instructor modify it?

- Set by the institution
- May be modified by the instructor

9. On which learning management system (LMS) platform, if any, does the course reside?

- Blackboard
- Desire2Learn
- Canvas
- Moodle
- Sakai
- Other

- None

10. Are learners required to complete a tutorial on the use of the LMS prior to beginning the course?

- Yes
- No

COURSE FORMAT

11. Is the course fully online or blended?

- Yes
- No

12. If blended, what is the approximate proportion of face-to-face time. (e.g., 50% or "N/A")

13. Is the course a competency-based course?

- Yes
- No

For competency-based courses, answer the following questions:

14a. Identify the staff roles that support the competency-based learner (e.g., facilitator, coach, assessor).

14b. What is the range of time within which the course may be completed?

15. Is the course a MOOC (Massively Open Online Course) that is offered initially for credit?

- Yes
- No

MOOCs for which credit is not initially offered should be reviewed using the Continuing and Professional Education Rubric.

16. List navigation features that cannot be changed in this course. (Specific links or buttons that are built into the LMS and cannot be changed.)

COURSE LEARNING OBJECTIVES OR COMPETENCIES, ASSESSMENTS, & INSTRUCTIONAL MATERIALS

17a. Provide a list of the course-level objectives (or competencies for competency-based courses) used in this course. The objectives or competencies listed here must match those found in the course.

*Note: It is not possible to complete the course review if measurable learning objectives or competencies are not present. Please consult your QM Coordinator for more information.

Upload Document:

17b. What is the source(s) of the course objectives or competencies?

- Created by the Instructor
- Mandated by the Institution
- Other

If "Other" was selected, please explain.

18a. Provide a list of the module/unit objectives (or competencies) for one or more course modules/units. The objectives or competencies listed here must match those found in the course.

*Note: It is not possible to complete the course review if measurable learning objectives or competencies are not present. Please consult your QM Coordinator for more information.

Upload Document:

18b. What is the source(s) of the module-level objectives or competencies?

- Created by the Instructor
- Mandated by the Institution
- Other

If "Other" selected, please explain.

19. Explain opportunities provided in the course that enable learners to track their learning progress.

20a. List the major instructional materials required in the course (e.g., textbook, etc.):

20b. Comment on the currency of the instructional materials:

20c. Comment on the variety of instructional materials used:

21a. Are publisher materials used in this course?

- Yes
- No

21b. If "Yes," provide instructions for reviewers to access these materials (or enter "N/A"):

22. Are third-party tools or social media used in this course?

- Yes
- No

COURSE INTERACTION COMPONENTS

23a. Does the course include any real-time instructor-learner interaction?

- Yes
- No

23b. If "Yes," list the synchronous activities. (The interaction may include synchronous events such as web-based meetings using web conferencing tools.) (Or enter "N/A").

23c. If "Yes," is participation in the real-time component required, or may learners access these events asynchronously?

- Required of all learners
- May be accessed asynchronously
- N/A

24. In what ways are learners required to interact online with the instructor?

25a. Are learners asked to introduce themselves to the class?

- Yes

- No

25b. If "No," please explain why learner introductions are not appropriate for your course (or enter "N/A").

26a. Is learner-to-learner interaction (e.g., on discussion boards, in forums, or in group work) appropriate in this course?

- Yes
- No

26b. If "No," please explain (or enter "N/A").

27a. Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

- Yes
- No

27b. If "Yes," please summarize what they are and how reviewers can access them (or enter "N/A").

INSTRUCTOR PERSPECTIVES

28a. Was this course designed specifically to meet QM Standards?

- Yes
- No

28b. Have the course developer(s) received professional development (training) in the application of QM Standards?

- All
- Some
- None

28c. Was this course pre-reviewed (unofficially) with QM Standards?

- Yes
- No

29. Identify any particular aspects of this course you would like specific feedback on from the Review Team. (If none, please enter "N/A.")

30. Please provide any other information you want to communicate to the Review Team about your course. (If none, please enter "N/A.")