

# Fayetteville Technical Community College Online Standards Handbook

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Available online at:  
[http://www.faytechcc.edu/inst\\_effect/Handbooks\\_Manuals.asp](http://www.faytechcc.edu/inst_effect/Handbooks_Manuals.asp)

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The Online Instruction Handbook is a comprehensive document which addresses the standards and best practices, established by Fayetteville Technical Community College (FTCC), for faculty using an online Learning Management System (LMS). This Handbook recognizes that there are many ways to teach an online course and sets the standards, which all online instructors will follow, for information found in all courses of instruction. In addition, the Handbook serves as a source of answers to frequently asked questions. Information covered includes the following:

1. Online Education Delivery
2. Policies and Procedures: Faculty Issues
3. Policies and Procedures: Student Issues
4. Creating a Successful Course
5. Form Examples
6. Online Standards

This instructional guide is a collaborative effort by the Online Instruction Team, which consists of online instructors and staff from a cross section of curriculums and departments within Fayetteville Technical Community College.

### **The Online Standards Committee Charter**

The Online Standards Committee's charter is:

- a. Maintain compliance with SACS guidelines for Distance Learning. ([www.sacscoc.org/documents/distancededucation.pdf](http://www.sacscoc.org/documents/distancededucation.pdf))
- b. Annually review, update and edit the Online Standards Handbook for course delivery in Blackboard.
- c. Review all FTCC's online courses in a prescribed rotation to determine compliance with FTCC's online standards.
- d. Make recommendations for improving and subsequently approving existing online and new courses in accordance with FTCC's online standards before continuance or activation.
- e. Develop standards for other online delivery methods for all FTCC courses besides fully online.

Note: The VP of Learning Technologies and VP of Academics and Student Services or their designees will serve as resource people for this team.

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## **Online Education Delivery**

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### **Online Courses**

Blackboard learning systems are the only approved Learning Management System (LMS) for Fayetteville Technical Community College (FTCC). All FTCC courses are required to have an online component.

Online courses are the fastest growing type of distance learning at FTCC. The LMS allows instructors and students to interact with each other both synchronously (chat software) and asynchronously (discussion forums and e-mail).

The guiding principle for the development, implementation, and revision of all distance learning courses at FTCC has always been that faculty members will--as much as differences in media allow—treat virtual learning no differently than traditional, face-to-face courses. The college goal is to have distance learning parallel traditional course offerings and include comparable learning outcomes. Distance learning courses and faculty are fully integrated into our curriculum programs.

### **Award of Credit**

The most significant difference between online courses and traditional courses is the method of delivery. Distance education courses are equivalent to traditional courses in the amount and level of credit awarded to students. The North Carolina Community College System (NCCCS) determines the amount of credit for all FTCC curriculum courses.

### **Department Chairperson and Program Coordinator (Curriculum Programs)**

Department Chairs and Program Coordinators will:

1. Recommend to the Division Chair and/or Academic Dean courses that could be offered via distance learning techniques.
2. Coordinate with faculty members to develop and teach the new courses.
3. Coordinate with faculty for enrollment into Blackboard Boot Camp and Effective Online Teaching (EOT) training.
4. Coordinate development of Online Blackboard Course Development Proposal form for all new courses to be offered and submit the form to the Division Chair and/or Academic Dean for approval consideration.

### **Division Chairperson**

1. Coordinate the distance education offerings in the curriculum program(s) and/or instructional area(s).
2. Submit the Online Blackboard Course Development Proposal form to the Academic Dean.

**Instructional Faculty**

Present to the Department Chairperson recommendations to improve the distance learning instructional program.

## **Policies & Procedures: Faculty Issues**

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### **Accessing Online Courses**

To access your online course:

Visit the FTCC website at <http://www.faytechcc.edu/>. Click **Blackboard login**. Faculty and students using online instruction should bookmark the following URL, <http://faytechcc.blackboard.com>. This is a direct link to Blackboard and is not connected to the FTCC homepage.

For online faculty, your username and password for the LMS will be assigned by the FTCC Webmaster. Instructions for student username and password can be found under the distance learning orientation for online students ([http://www.faytechcc.edu/distance\\_learning/how\\_start.asp](http://www.faytechcc.edu/distance_learning/how_start.asp)). This site also includes instructions for students accessing their account for the first time.

### **Assistance in Accessing Your Course**

Contact the Online Learning Support Center at

<http://d2.parature.com/ics/support/default.asp?deptID=4287> or call 1-866-829-9660.

### **Course Access**

Access to a course site is limited to the instructors assigned to and the students listed on the roster. If the instructor chooses to add additional faculty/staff to the course site as teaching assistants, instructors, course builders, etc this is permitted. Administrators, support staff, and Online Standards Committee members can also request access to a specific online course site.

### **E-mail Accounts for Faculty**

All FTCC instructors (Full time and Adjunct) will use a FTCC email account. It can be either a GroupWise account or a Faculty email account. For questions regarding faculty email accounts contact the MIS Help Desk at 910.678.8502 or through the internet at [http://www.faytechcc.edu/mis/Help\\_Desk\\_Page.asp](http://www.faytechcc.edu/mis/Help_Desk_Page.asp)

### **E-mail Accounts for Students**

All students participating in an on online class or using an LMS in support of a traditional class are required to use the e-mail account provided by FTCC to communicate with the instructor and with other students within the course. Information concerning their e-mail account can be found by selecting the Student E-mail link: <http://student.faytechcc.edu/faq.html>.

The MIS Department is the technical support for student e-mail accounts. Students can contact the Help Desk at 910-678-8502.

eArmyU and active Army students using Army tuition assistance must use the e-mail account provided for them by the U. S. Army.



### **E-mail issues**

It is important that online faculty make no exceptions to the FTCC policy on e-mail accounts. When an e-mail account is changed in one course, it simultaneously changes that student's e-mail address in all of the courses in which they are enrolled.

Do not delete any usernames and/or e-mail accounts identified with the student. The original FTCC username assigned to a student will remain the same during the student's tenure at FTCC.

### **Quick Link to Instructor Contact Information**

A Quick Link to Instructor Contact Information (including Course ID, Course Title, Instructor's Name, and Instructor's e-mail address) is available online at <http://forms.faytechcc.edu/bbinst/>. Each instructor should verify that the information at that location remains correct.

### **Course Site Request**

The LMS Administrator is responsible for granting access to course sites. Instructors must indicate whether content from previous courses, the Virtual Learning Community, publishers, or other locations will be needed. A course request must be completed for each course and submitted to the LMS Administrator for processing.

[http://www.faytechcc.edu/faculty\\_staff/Bb\\_Request.asp](http://www.faytechcc.edu/faculty_staff/Bb_Request.asp)

### **Section Numbers**

The section number consists of four digits, which are as follows:

First digit = Session

0=16 Week

1=1<sup>st</sup> Eight Week

2=2<sup>nd</sup> Eight Week

3=Future Use

5=Off cycle

Second digit = Location/Type

0=Main campus

1=Fort Bragg

3=Spring Lake Center

4=Horticulture Education Center

5=Future Use

6=Future Use

7=Future Use

8=Information Highway, T.V.

9=Online

A=eArmyU

B=Blended (Hybrid) or (Combination Online/F2F)  
H=Huskins  
L=Learning Communities  
M=Multi-Entry (Co-op)  
X=Off Campus

Third and Fourth digit = Course Number  
01-49 Day classes  
51... Night classes  
61... Weekend classes

### **Online Course IDs**

Online course IDs are composed of the current year plus semester, course prefix, course number and section number. Each item is separated by a period to create a single unique identification number. An example for a 2009 spring semester, CIS 110 online 16 week course would be: 2009SP.CIS.110.0903 . An example of a 2009 fall semester, BUS 110 online 2nd 8 Week class would be 2009FA.BUS.110.2901

### **Hybrid Courses**

Hybrid courses blend onsite and online elements to allow more flexibility and decreased travel time. Hybrid students are typically onsite no more than 50% of the total class or lab time required of a traditional course. Orientations for hybrid courses are conducted on the first day of class. For full information on hybrid course development, register for the online training specific to this delivery method with the Senior Secretary of Learning Technology in VCC 232C or (910) 678-8211.

### **Web-based Courses**

Web-based courses blend onsite and online elements to allow for more flexibility and decreased travel time (These courses are also known as Web Assisted, Face-to-face Enhanced). For web-based course students, there is a class requirement as set by the scheduled course. Web-based courses are conducted in the classroom while all work is normally posted online saving class time for instructional content and delivery. Students have the ability to complete their work at convenient times within the guidelines established by the instructor. Instructors must register for the online training specific to this delivery method with the Senior Secretary of Learning Technology in VCC 232C or (910) 678-8211.

### **Course Content Creation**

Online courses are developed and taught by FTCC faculty and part-time faculty. Online courses must hold the same course learning outcomes as identified in the institutionally approved course syllabus. Courses may vary in delivery, order of content, demonstrations, and learning activities as approved for the medium.

Activities or test items designated as part of the program's assessment planning cannot be changed without Department Chair approval.

Commercially developed courseware and parts of courseware may also be used, at the discretion of the faculty. Online course instructors use a variety of instructional materials from other organizations to supplement course work. All online courses are based on comparable instructional materials (such as textbooks) from traditional courses. Additionally, online instructors use online courseware and parts of courseware provided by course vendors, publishers, and public and private institutions.

Hyperlinks to course-related information on the World Wide Web also supplement online instructional materials. As is the case with traditional course delivery, instructors are primarily responsible for the evaluation of supplemental materials used. The regular substantive use of supplemental materials developed by other organizations requires faculty consultation with department chairs and/or the Director of Technology Innovations and Application.

### **Virtual Learning Community (VLC) Course Preview**

North Carolina community colleges have created a web site showing course outlines for many of the curriculum subjects taught. The intent is to provide samples of successful courses that can be downloaded and modified to meet local requirements.

To preview a course available through the VLC, follow these steps:

1. Open your browser, and type <http://ncvlc.learnnc.org/> in the navigational window.
2. On the login page, click on the User Login button.
3. Login with *guest* as both the username and password.
4. Click on the Courses tab in the upper left of the screen.
5. To find a course, conduct a Course Search or select a link from the Course Catalog list.

### **Intellectual Property Rights/Ownership**

The College has always operated under the belief that it owns any materials and intellectual property that are made, discovered, or created by an employee who is specifically hired or commissioned by the College. Furthermore, the College owns any and all intellectual property that is made, discovered, or created by an employee within the scope of his or her employment by the College. Finally, the College owns any and all intellectual property that is made, discovered or created by an employee who makes significant use of College resources in connection with the development of such intellectual property.

The College has established general copyright and intellectual property guidelines as depicted in the Administrative Procedures Manual. However, the special nature of the world-wide-web and other networked systems has required

a reexamination of these guidelines, specifically to expand them to cover the College's liability concerning browsers that leave the FTCC homepage via links provided by faculty and staff. These policies are outlined in the Administrative Policies Manual, Intellectual Property Rights.

### **Compensation for Course Development: Online or Hybrid**

Faculty are compensated no differently for distance learning courses than for traditional courses. However, when assigning course loads and evening and weekend duties, department chairs routinely take into consideration the extra time and energy required of distance learning instructors.

Stipends for creating online courses must be coordinated and approved by the Vice President for Learning Technologies if grant funded or approved by the VP of Academics if funded through the curriculum budget.

### **Archiving an Online Course**

Archiving is a process, which provides a record that may be useful in the event of an audit or questions concerning student activity in the course site. Archiving provides statistical data showing that the expected standards are being maintained. The FTCC Webmaster retains archived courses for an indefinite period of time. The instructor at the conclusion of the semester should always accomplish a final archive. Instructors should avoid opening this archive because the course may not restore properly if the archive has been opened. Therefore, instructors are also encouraged to create a separate document or archive for course statistics and student grades.

Resources are available online at <http://www.faytechcc.edu/pages/demos/index.html#23> to assist faculty with the archiving process. The archiving function is found in the control panel, under the module labeled "Course Options", link titled "Archive Course." Instructors must select the "Archive" button. Archives can fit on a flash disk and/or hard drive. Space is not an issue.

Archiving a course is critical at several points throughout the semester.

1. Archive your course once its development is complete prior to the semester's start. This provides a record of the latest version of the course that is to be used in the coming semester.
2. Archive your course the day following the 10% point. This provides a record of the course that can be retrieved if student attendance is questioned by the College or state auditor.
3. Archive your course each month to preserve all content in the event of a system failure. All content that is saved on the archived copy of your course can be restored.
4. Archive your course at the end of the semester as a permanent file of the activity in the course. All student interactions, grades, and other items in the course site will be preserved.

5. Archived courses can be stored on your hard drive or flash drive. Be specific as to the semester and year in the event the archived version must be retrieved.
6. Information linked from FTCC's web site to LMS must be saved separately.

Please note that all courses are archived at the conclusion of each semester.

### **Maintenance**

LMS maintenance could be processed any day of the week between the hours of 2-3 a.m. If additional time is necessary, FTCC's Webmaster will post an announcement.

### **Assignment Feedback**

Assignments should be returned to students promptly. This is especially important when feedback is needed by the students to study for examinations. As the course syllabus is developed, sufficient time should be allowed between assignment feedback and major examinations. Feedback on tests and assignments should be provided on or before 7 days following due dates.

### **Assistance**

While online faculty has the same resources available for the preparation of online supplemental materials as they do for traditional courses, the media of online delivery often require collaboration/interaction of faculty with the Vice President for Learning Technologies, the Director of Media Services, and key faculty. Ongoing interaction/consultation between online faculty and these key resources--through face-to-face meetings, discussion forums, and e-mail--enable basic online courseware (the FTCC Student Desktop) to be enhanced with new web-based instructional media (including sound, video, testing, images, and content).

<b>Assistance Area</b>	<b>Contact Person's Title</b>
Online Course Requests	FTCC Webmaster
Videocassette & DVD Duplication	Media Services Director
Loading User Names	FTCC Webmaster
Program Policies/ Assessment/Course Development & Review	Associate Vice President for Curriculum Programs
Admission/Registration	Registrar, Curriculum
Faculty Training in Various Distance Technologies & Pedagogy	Director of Technology Innovation and Applications

### **Videocassette/DVD Selection**

Instructors who choose to use videocassettes or DVDs in their courses may request preview materials prior to adoption. Visit these websites to discover what the following producers offer:

- Annenberg/CPB: [www.learner.org/](http://www.learner.org/)
- Coast Learning Systems: <http://www.coastlearning.org/>
- Dallas Telelearning: [telelearning.dcccd.edu/](http://telelearning.dcccd.edu/)

Series are available by many other producers. Faculty members are encouraged to review several programs before making a final selection. After a selection has been made, contact Media Services to arrange for the acquisition of a master copy of the series and to determine a duplication schedule. Selection and acquisition of a series should be made several weeks prior to the course start date to allow time for ordering, shipping, and duplication of the requested material. The same guidelines apply to audiocassettes and CDs.

Further details regarding the selection of supplemental course materials and acquiring these materials from Media Services can be found in the Faculty Handbook, Media Services.

### **Class Capacities**

Class capacities depend on the recommendation of the division/department chairs with academic dean approval. If no recommendation is made, the class size will be limited to 25 students per section. Classes are sized so that instructors can provide a level of personal interaction comparable to the traditional classroom.

### **Canceling Low Enrollments**

Classes with less than 12 students will be evaluated on an individual basis by the academic deans and may be cancelled.

### **Office Hours**

All distance education instructors must post office hours in the faculty information section of their course. Specific hours (to include time zone), contact method(s), and addresses/phone numbers must be provided.

### **Syllabus with responsibilities of the instructor and the student**

The standardized syllabus for a curriculum distance education course is very similar to those developed for traditional curriculum courses. Expectations, however, can vary. A template of a distance course syllabus is found under the FTCC Home Page, in the section marked Institutional Effectiveness ([http://www.faytechcc.edu/inst\\_effect/](http://www.faytechcc.edu/inst_effect/)). The syllabus template is one of the fill-in forms under the link "Fill-in forms". To gain access to the syllabus template, you may need to select "allow pop-ups" on your tool bar. Below are suggestions for instructor and student responsibilities.

The instructors can expect the student to...

- Complete all required assignments and tests by the date due.
- Regularly communicate with the course instructor and other students as appropriate.
- Actively engage in all required discussions.
- Regularly check the course site (including the announcements and syllabus) for updates.
- Be professional and respectful in all communications with the instructor and other students.
- Be honest and responsible.
- Be committed to success in the course.

The student can expect the instructors to...

- Provide complete and well-organized course materials.
- Encourage questions and other communications.
- Be available via the internet for online students during all scheduled office hours.
- Publish a schedule of timelines for returning tests and assignments.
- Respond to messages within 24 hours, Monday - Friday, unless otherwise announced.
- Be professional and respectful in all communications with students.
- Post the local time zone on all course material that includes a time (office hours, etc.).

### **Orientation**

It is recommended that each first time online student review the online orientation before the first day of class. The orientation is found on the FTCC homepage (<http://www.faytechcc.edu>) and addresses the following areas: software used to deliver online course material; how to locate the LMS which is the Internet classroom; instructions for accessing the LMS; student information on FTCC's assignment of login names and passwords; and FTCC's student email policy. Direct access to the online orientation can be found at: [http://www.faytechcc.edu/distance\\_learning/how\\_start.asp](http://www.faytechcc.edu/distance_learning/how_start.asp).

All online courses will have some type of orientation that answers: who, what, when, where, why, and how. Specific dates and guidelines for completion of assignments, discussion boards, projects, and exams should be listed in the course syllabus and/or the assignment page. The first icon on the Course Menu will be a site map to guide students through the instructional material posted.

### **Hybrid and Web-assisted Orientations**

All hybrid and web assisted course orientations will be online or on-site. An on-site orientation for a hybrid or web-assisted course is typically conducted on the first scheduled meeting day of class. The orientation posted on the site will provide information to students that enroll late or miss the first class period. To

conserve paper, the site should also be used to post changes to assignments and schedules throughout the semester.

### **Verification of Student Enrollment**

Instructors must ensure that all students listed on their official rosters are also enrolled in their LMS section. All students are batch enrolled by the webmaster into online courses at the beginning of the semester. The course instructor must manually enroll students missing from sections. Any student who does not attend class, or login to the site before the 10% point will be documented as a “No Show” and will be administratively withdrawn from the course in accordance with the procedures found in the Faculty Handbook, Enrollment Reporting.

### **Pell Student Attendance**

Distance education instructors have no obligation to verify information for students receiving Pell Grants.

### **Reporting Student Membership**

All distance education students must have an exchange with each course instructor between the first day of class and the 10% date as indicated on the roster (Faculty Handbook, Enrollment Reporting). Before preparing attendance records, each instructor should review the documentation found in the Faculty Handbook, Enrollment Reporting. This section addresses instructor’s roll books, official rosters, drop slips, and responsibilities for maintaining records.

Instructors must follow the FTCC guidelines for dropping a student who has not attended class by the 10% date as indicated on the roster (Faculty Handbook, Enrollment Reporting). If a student is attending the class, but his or name does not appear on the 10% Roster, contact the Office of the Registrar/Curriculum to verify the student’s enrollment status prior to returning the roster. The Associate Vice President for Curriculum Programs is the approving authority for a student to enter a class after the 10% date.

### **Distributing and Collecting Course Rosters and Grades**

The Faculty Handbook, Enrollment Reporting, mandates the procedures that apply to curriculum, part-time and online faculty. Further, detailed procedures and directions are available online as part of the Faculty & Staff Resource page ([http://www.faytechcc.edu/faculty\\_staff/default.asp](http://www.faytechcc.edu/faculty_staff/default.asp)).

### **Holidays, Breaks, & Weekends**

Distance education instructors have the flexibility of scheduling due dates and deadlines as appropriate. These dates must be clearly stated in the course. It is not recommended that synchronous activities, such as a required chat session, be conducted during semester breaks or on weekends unless all students agree to the schedule, but this decision is ultimately at the instructor’s discretion. No deadlines, however, are permissible during holidays when the entire College is closed (ex: Martin Luther King, Jr. Day or Independence Day). All courses must



adhere to the College-published beginning and ending dates of the semester with the exception of off-cycle courses or during college emergencies as declared by the President of FTCC.

### **Inclement Weather**

All instructors should clearly indicate, in their course syllabus, their policy concerning inclement weather.

Hybrid and web-assisted courses meet both on-campus and on the Internet. If bad weather forces the College to close, announcements will be made on all major radio and TV stations in our area. The College's web site, [www.faytechcc.edu](http://www.faytechcc.edu), also lists the latest announcements about community college closings. Each syllabus should include a provision for making up missed days with additional Internet assignments related to the course syllabus.

Internet courses can pose unique problems with inclement weather because students may not physically be in Cumberland County resulting in their experience of inclement weather when the physical campus of FTCC is not. Therefore, instructors need to be flexible in serving students who are experiencing inclement weather at their location.

Typically, distance education students should continue to meet deadlines in their online, multi-format, hybrid, and cassette courses unless they involve travel to campus or a similar requirement, such as a visit to local business, etc. Allowances, however, should be made in the event of severe weather that results in major power outages. Instructors should consider the possible problems that may arise and provide options and directions for students in the course syllabus.

### **Making Courses Available & Unavailable**

All LMS courses are to be unavailable to students until the official start date of the course. All courses offered during earlier semesters must be made unavailable so they will not be accessible to previous students. By following the steps below, courses will remain on the instructor's course list, but will be not be available to students.

1. Access the old course site
2. Select the Control Panel button
3. Choose Settings under the Course Options heading
4. Select the Course Availability link
5. Choose not to make the course available
6. Click the Submit button

Once classes begin, instructors must remember to make the course available to the students. Instructors should develop a checklist to ensure that the class is ready on day one for the students. The following steps detail how to make a course available to students:

1. Follow the instructions above. This time make the course available.
2. In many cases an Internet course has been copied from a previous semester. Verify that assignments have been updated and that any Discussion Boards have been cleared of old information. Verify that the connection between the grade book and Discussion Boards and/or the assignment manager is still present. Groups do not copy well from one semester to another, so be sure that all new groups are set up.
3. Verify the LMS enrollment matches the official roster. All students on the official roster should be on the LMS enrollment list. Ensure that everyone on the LMS is also on the official roster.

### **Making a Course Unavailable to an Individual Student**

There are several reasons to make a course unavailable to a student. If a student is dropped from an online course, it is recommended that the course be made unavailable to the student. *Instructors should not delete student names.* Deleting the student's name will erase the entire record for the student, and if questions arise concerning attendance, grades, participation, etc., the instructor will no longer have an electronic record. Following the steps below will result in blocking the student from entering any part of the course.

To make a course unavailable, follow these steps:

1. Control Panel
2. List/Modify Users
3. Type in student's name
4. Select Properties (for Student)
5. Scroll down to the bottom of the screen and select NO under Available (this course only)
6. Submit

There are times when a student has not completed the first part of an assignment and an instructor does not want him or her to access the Discussion Board before completing step one. At the same time an instructor does not want them to get behind by not seeing the Discussion Board. The following steps will prevent the student from participating and let them follow the rest of class:

1. Select the Discussion Board that should be unavailable to the student.
2. Click the Manage icon to the right side of the Discussion Board
3. Find the student needing to be blocked and click on the drop down bar on the right side of the screen
4. Select Reader and scroll to bottom of screen and submit. The student will be able to enter the Discussion Board and read entries but is not able to post information.

## **Examinations**

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### **Online Final Exams**

Instructors are cautioned not to wait until late in the semester to administer exams because of potential problems with technology. Instructors should be sure to emphasize the exam dates and method of delivery to students.

### **Proctored Exams**

Hybrid and web assisted instructors who wish to provide additional testing opportunities at other locations, on-campus, or in another classroom, will be responsible for arranging a testing room, securing a proctor, and ensuring that the test is available to the proctor. It is the responsibility of the instructor to ensure that their Department Chair, Academic Dean, and possibly Security are aware of the alternate location.

### **Availability of Grades**

Grades on course assignments should be available to students electronically through the LMS grade book. Each instructor must verify that the letter grading scale in each grade book is set on the 7-point grade system in accordance with the Academic Procedures Manual, Assignment of Grades.

### **Faculty Evaluations**

Faculty members are evaluated based on the guidelines and procedures provided in the FTCC Performance Evaluation Manual, Procedures for Faculty Evaluation.

### **Course Evaluations**

The Online Standards Committee will conduct course evaluations on a three-year cycle. Evaluation criteria are listed in the LMS Home Page Evaluation Checklist and the Course Evaluation Checklist at the end of this document. Further, reviewers will use the official FTCC template, which is available to committee members via the LMS.

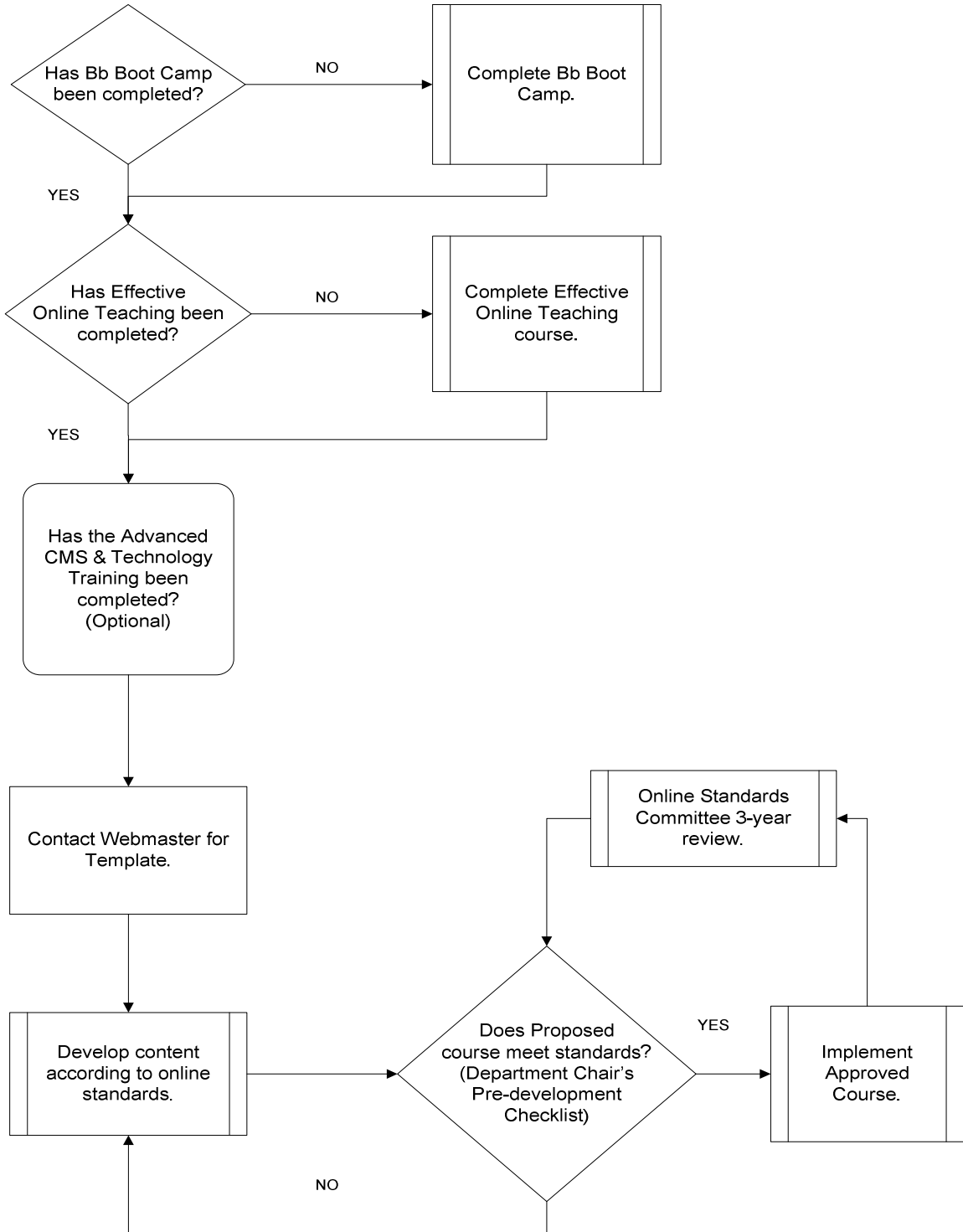
### **Training for Online Instructors**

All faculty and staff using the LMS in hybrid, web enhanced, or online courses will complete adequate training and/or successfully complete Blackboard Boot Camp and Effective Online Teaching (EOT) Course or demonstrate proficiency. The training and testing are considered essential in ensuring quality courses and faculty/staff comfort and confidence in using the delivery software.

Blackboard Boot Camp is a self-paced online course for faculty to prepare them to teach online. This course will aid instructors in the basics of the LMS. Blackboard Boot Camp completion is required before instructors can enroll in the Effective Online Teaching course. As of Spring 2010, Blackboard Boot Camp is a requirement for all instructors.

Effective Online Training (EOT) is a Continuing Education course offered completely online. Instructors enrolled in the course use all of the computer/Internet applications required of students and design their syllabus, assignments and other course-related documents as part of the training requirements. Once the course is developed, the instructor works with their Department Chair and the FTCC Webmaster to get the course online. As needed, mentors (veteran online instructors) are assigned to each new instructor. The Director of Technology Innovations and Applications will coordinate Online Faculty workshops which will be held two to three times annually to help online faculty maintain currency in new technologies and sharpen their LMS skills. The online computer mentors and members from Technology Innovations and Applications section are available throughout the year to help with software and hardware issues.

## Online Instructor Readiness Assessment Chart



## **Policies & Procedures: Student Issues**

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### **Student Orientation for Online Classes (SOOC)**

Comprehensive policies and procedures specific to distance education students are compiled on the SOOC page located at [http://www.faytechcc.edu/distance\\_learning/how\\_start.asp](http://www.faytechcc.edu/distance_learning/how_start.asp). In addition, LMS online support is available 24 hours a day by calling 1.866.829.9660 or by going to the following site made available through the North Carolina Community College System. <http://d2.parature.com/ics/support/default.asp?deptID=4287>.

### **Online Readiness**

The degree of technical proficiency and learning styles required for online courses are addressed through a variety of online resources:

- Are online courses for you?  
(<http://www2.waketech.edu/its/ncnet/index.php?cid=20>) is a 10-question survey instrument designed for students who are unsure of their potential for success in an online course.
- Will you succeed as a distance learner?  
(<http://www2.waketech.edu/its/ncnet/index.php?cid=20>) is an online learning pre-test that assesses the student's experience; equipment and access; and computer and software skills to assist in gauging success.
- Basic computer/internet competencies  
(<http://www2.waketech.edu/its/ncnet/index.php?cid=20>) provides a list of computer skills needed for online success.

### **User Names**

FTCC uses a standard naming convention to establish each student's username and password. This data is taken directly from the information provided when a student registers for classes. This user name/password combination is also the student e-mail user name and password. The standard is:

User name: The first seven characters of their last name, the first letter of their first name (lower case) and last four digits of their Student Datatel Id Number. (example: Jane P. Onlinestudent, 1234567 would be onlinesj4567 ).

- If the student's last name is less than seven (7) letters, the user name will include their entire last name.
- Password: The student's birthday (mmddyy) is his/her password, with no dashes or spaces. (example: January 2, 1980 would be 010280).
- Students may search for their user names online at:  
<http://student.faytechcc.edu/lookup.asp>.

### **Student Workload**

All distance education courses should incorporate learning outcomes, materials, assignments, assessment items and tests that are comparable to a quality face-to-face course. A distance education course workload mirrors traditional course workloads while being clear and easy to navigate.

### **Student Technical Problems**

Due to the nature of distance learning, technical issues can cause frustration and delays. Students should be prepared with alternatives in the event of equipment failure, power outages, and similar problems. Options may include use of equipment at the home of a relative or friend, a public library, FTCC's ATC open labs, various locations with public wi-fi access or other educational institution. Widespread technical problems, such as a regional power outages may result in adjustments to schedules. Students should stay alert for additional instructions from their instructor when power is restored.

### **Student Resources for Technical Assistance**

Face-to-face technical assistance for distance-learning students is available through the FTCC open computer labs during normal hours of operation. Moreover, individual course instructors may be able to offer limited technical assistance during office hours, via email or by phone. Students must have access to a computer with browser software in order to take online courses at FTCC. FTCC provides access to the Internet for students who otherwise could not take online courses through its Open Lab in the ATC building or through computers located in the FTCC Library. The hours for the ATC computer lab can be found on the FTCC homepage.

### **Student Rights and Responsibilities – Code of Ethics**

The code of ethics applies to those using online systems and resources provided by or on behalf of the FTCC and pertain to the use of online systems and resources. The Code has been prepared to protect the rights and safety of all. The rights, privileges, and responsibilities for distance learning students are published in the Student Handbook.

### **Code of Conduct**

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and conduct. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits. The code of conduct is available in the Student Handbook.

### **Guidelines for Digital Communications**

#### **Guidelines for Digital Communications**

In E-communication (email, Discussion Forums, Blogs, etc) the traditional verbal and non-verbal cues such as tone, inflection, body language, and gestures are missing and thus the chances of misunderstanding or miscommunication are increased. The following etiquette for online communication will foster the clear

and invitational style of communication we all desire and expect from one another. Guidelines are listed below.

1. Avoid *ad hominem* attacks. Attack the ideas, not the person expressing the ideas.
2. Avoid personal agendas. If you have issues with individuals or college policies and procedures, pursue these through the appropriate college channels.
3. Exercise caution with sarcasm and humor. Others may not share your sense of humor and expressions you find commonplace may be offensive to others.
4. Exercise discretion with the content of your communication. Assume the content of what you write may be forwarded or become public.
5. Do not use profanity or obscenities. This is unprofessional and inappropriate for any college related communication.
6. Respect the diversity of ideas and opinions. View your communication as part of a panel discussion and not a pulpit.
7. Provide a sound rationale for your position. Appeal to facts and reasons to defend your position. Avoid emotive language.
8. Verify the information you pass on. This will prevent chain-letter and gossipy-type mischief.
9. Do not use all upper case letters. It is the equivalent of screaming.
10. Do not use all lower case letters. It is the equivalent of mumbling.
11. Proofread and edit messages before sending. Do not rely solely on spell check.
12. Use proper grammar and syntax. Avoid sentence fragments and errors in paragraphing and punctuation.

### **Assignment Drop-Off/Pick-Up Areas**

If a course requires and/or accepts hard copy submissions of work, distance students will receive guidance from the instructor teaching the course concerning drop-off/pick-up areas and available hours.



**Special Populations**

The Special Populations Office will proctor examinations for eligible students who have an ADA documented disability. These exams can be online or hard copy. If a student is eligible, the student will present an Accommodation Memorandum issued by the Special Populations Office to the instructor each semester. Students can contact Special Populations Office by calling 910-678-8479 or going to Room 143, in the Student Center.

**Admission, Grading, Transfer, Graduation Policies for Online Students**

The grading and transfer credit policies for online courses are no different than those required for traditional courses. No special arrangements are made for grading, transcripts or transfer credit policies for students enrolled in distance learning activities. Admission or graduation requirements for students enrolled through distance learning activities are no different from those for students enrolled in any other classes.

## Resources for Distance Education Students

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Instructors are to provide links to FTCC student support services and other vital information about the college within their LMS courses as dictated in the official template. The links should be housed under the Student Support button.

### Student Engagement

Online, hybrid, and web-assisted best practices to keep in mind:

- Contact enrolled students early and inform them of the online orientation. Hearing from their instructor will increase the number of students who complete the orientation and initial assignments.
- Provide a thorough and clear syllabus. The syllabus is the instructor's first impression. It should be clear and complete.
- Obtain accurate student phone numbers.
- Request that students notify the Registrar's Office of changes to contact information.
- Make expectations clear for deadlines, response times, and participation.
- Finding the orientation should be easy for the student. Providing directions to the orientation on the announcements page is a good option. Remind students that the orientation should be completed prior to beginning course assignments.
- The orientation or initial assignments should include specific tasks, such as a syllabus quiz, an assignment, contribution to a discussion forum, or an e-mail that will help the faculty member determine if the student has completed the orientation activities.
- Encourage students who are new to online courses to take the online orientation and review the resources and tutorials available under the Distance Learning menu on FTCC's homepage (<http://www.faytechcc.edu>).
- Address all questions promptly and follow up as needed.
- To personalize the learning experience, get to know students and let them know you.
- Remember that no on-campus sessions, including onsite orientations, are required for students in programs available completely via the Internet.
- Incorporate a fun but useful activity in the orientation to accomplish a specific task, such as how to understand the syllabus, read the text, or login to the course site.

### Pre-Developmental Checklist for Department Chair

Criteria	Standard	Is the standard met?
1. Instructor is qualified.	<ul style="list-style-type: none"> <li>● The instructor meets requirements of SACS, any external accrediting agency, and FTCC.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Instructor has met training requirements to teach an online course.	<ul style="list-style-type: none"> <li>● Instructor has been trained through FTCC or has previously and successfully taught a course online using the approved LMS.</li> <li>● If the instructor has previously taught online either at FTCC or elsewhere, department chair has reviewed the course.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No
3. If the course is a new course, the department has the resources to support the development of the course.	<ul style="list-style-type: none"> <li>● Funds are available for release time or stipend.</li> <li>● Instructor has at least 3 months development time prior to offering the course.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No
4. Course considered for offering online meets the department's needs.	<ul style="list-style-type: none"> <li>● Supports departmental goals.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

**MEMORANDUM**

**TO:** Associate Vice President for Curriculum Programs

**THRU:** Academic Dean:

**THRU:** Division Chair:

**THRU:** Department Chair/Program Coordinator:

**FROM:** Faculty Member:

**DATE:**

**SUBJECT: Online-Blackboard Course Development Proposal**

Request approval to develop the following course/program for online delivery:

**Course/Program To Be Developed:**

**Instructor:**

**Required Instructor Training:**

**Distance Learning Method of  
Delivery:**

**Justification:**

**Timeline:**

**Resources:**

**Is a Substantive Change letter required?**  Yes  No

### LMS Home Page Evaluation Checklist for Online Standards Committee

Criteria	Standard	Is the standard met?
The Home Page contains student orientation and basic information.	● “How do I get started” link available under Hot Links.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Orientation link available under Hot Links.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Financial Aid link available under Hot Links.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Testing Center link available under Hot Links.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Success Center link available under Hot Links.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● How to get help with the LMS and/or related technical problems link available.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Technology competency requirements stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Browser recommendations stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Hardware and software requirements stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Internet access requirement stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Drop/Withdraw deadlines stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewer Comments/Suggestions		

### Course Evaluation Checklist for Online Standards Committee

Criteria	Standard	Is the standard met?
1. The course contains a student orientation exercise/information.	● Describes what the student needs to get started.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Course Navigation Guide to tell how to use the LMS (Template).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● How This Course Works is available (Template).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● How to get help with the LMS and/or related technical problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Technology competency requirements are stated (Template).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Browser recommendations are stated (Template).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Drop/Withdrawal deadlines are stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Format for assignments are stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Instructor email and discussion board response time are posted (must be equal to or better than the FTCC online standard's requirement or by the next business day).	<input type="checkbox"/> Yes <input type="checkbox"/> No
● Lists and links to course-specific tools (plug-in, downloads) are provided with clear instructions (Template).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reviewer Comments/Suggestions		

Criteria	Standard	Is the standard met?
<p>2. The course contains Student Success staff and related (Template).</p>	<p>● The Email address, Work telephone, Office location, and Office hours are listed for the following offices:</p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Financial Aid</li> <li>• Registrar</li> <li>• Counseling Services</li> <li>• Career Center</li> <li>• Testing Office</li> <li>• Library</li> <li>• Help Desk</li> <li>• Student Activities</li> <li>• Success Center</li> <li>• Veterans Services</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p>Reviewer Comments/Suggestions</p>		

Criteria	Standard	Is the standard met?
<p>3. The course follows the FTCC required template with navigation buttons and specific information.</p>	<ul style="list-style-type: none"> <li>● Site Map (Template): <ul style="list-style-type: none"> <li>• Indexed course explanations of each course button are available.</li> </ul> </li>   <li>● Announcements (Template): <ul style="list-style-type: none"> <li>• Course welcome announcement is posted.</li> </ul> </li>   <li>● Instructor Information (Template): <ul style="list-style-type: none"> <li>• Name &amp; Title</li> <li>• Picture (optional)</li> <li>• Email address</li> <li>• Work telephone</li> <li>• Office location</li> <li>• Office hours</li> <li>• Online Office Hours</li> </ul> </li>   <li>● Syllabus uses FTCC standard syllabus: <ul style="list-style-type: none"> <li>• Faculty Information</li> <li>• Section(s), Time(s), and Location(s)</li> <li>• Course Description</li> <li>• Prerequisites</li> <li>• Co-requisites</li> <li>• Required Textbooks</li> <li>• Other Required Materials/Software</li> <li>• Program/Course Learning Objectives</li> <li>• FTCC Grading Scale</li> <li>• Course Requirements/Methods of Evaluation</li> <li>• Make-up Policies</li> <li>• Student Attendance Policy</li> <li>• Student Code of Conduct</li> <li>• Academic Integrity</li> <li>• Americans with Disabilities Act</li> <li>• Nondiscrimination Statement</li> <li>• Division/Department/Program Chair Information</li> <li>• Safety and Security</li> <li>• Link to Emergency College Closure Procedures</li> </ul> </li> </ul>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>



Criteria	Standard	Is the standard met?
<p>3. The course follows the FTCC required template with navigation buttons and specific information (Con't).</p>	<ul style="list-style-type: none"> <li>● How Course Works (Template): <ul style="list-style-type: none"> <li>• Policy on Plagiarism</li> <li>• Graded components of the course with grading scale</li> <li>• Make-up policy</li> <li>• Procedures for submitting work</li> <li>• Communication procedures</li> <li>• Discussion board requirements</li> </ul> </li>   <li>● Assignments (Template): <ul style="list-style-type: none"> <li>• Weekly/Module assignments includes assignments, discussion boards, due dates, submission requirements and lecture Power Point slides or notes.</li> <li>• Integrity of student work ensured</li> </ul> </li>   <li>● Resources (Template): <ul style="list-style-type: none"> <li>• Lists and links to needed course-specific tools; for example course companion sites and viewers (plugins and downloads provided with clear instructions</li> </ul> </li>   <li>● Communication (Template):</li>   <li>● Discussion Board (Template):</li>   <li>● Tools (Template):</li>   <li>● Email (Template):</li>   <li>● FTCC Home Page (Template):</li> </ul>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>Reviewer Comments/Suggestions</p>		

Criteria	Standard	Is the standard met?
4. The instructor is accessible to students.	<ul style="list-style-type: none"> <li>● Maintains office hours (physical/or virtual) at different times of the day (times posted with time zone indicator for example 3 pm eastern time) to be accessible to working students.</li> <li>● Describes procedures for notifying students when, due to travel, illness or other circumstances, the instructor will not be able to respond to student inquiries and /or provide grades on time.</li> <li>● Informs students of weekend email policy, if the instructor has one.</li> <li>● Instructor email and discussion board response time are posted (Must be equal to or better than FTCC Online standards requirement: 24 hour response time policy during school week and 48 hour response time on weekend).</li> </ul>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
Reviewer Comments/Suggestions		
5. The course activities and assignments are designed to provide documental and measurable evidence of learning.	<ul style="list-style-type: none"> <li>● To the student.</li> <li>● To the instructor.</li> </ul>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
Reviewer Comments/Suggestions		

Criteria	Standard	Is the standard met?
<p>6. The course utilizes a variety of learning media and materials appropriate to the course that supplement and support the course text and student learning.</p>	<p>● Includes course content delivered through at least one of the following methods: (Specify)</p> <ul style="list-style-type: none"> <li>• Power Point presentations (audio/non-audio)</li> <li>• Audio or video clips</li> <li>• Links to resources on Web sites</li> <li>• Course cartridges</li> <li>• Virtual labs</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p>Review Comments/Suggestions</p>		
<p>7. The course activities and assignments are designed to encourage interaction and collaboration.</p>	<p>● Students are required and encouraged to interact and/or collaborate with:</p> <ul style="list-style-type: none"> <li>• Each other</li> <li>• Course material</li> <li>• Their instructor</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p>Review Comments/Suggestions</p>		

Criteria	Standard	Is the standard met?
8. Learning activities are designed to address a variety of learning styles.	<ul style="list-style-type: none"> <li>● Learning activities include at least three of the following: (Specify)               <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Reading activities</li> <li>• Discussions</li> <li>• Simulations</li> <li>• Case studies</li> <li>• Other options</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Review Comments/Suggestions		
9. Course organization is logical, clear and easy to navigate.	● Basic layout follows FTCC course template.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Course content is present in manageable segments (modules/units/chapters).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● There is a consistency in the format and presentation of course materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● There is a logical progression through the learning materials that is supported by the course calendar/schedule.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	● Course content is directly tied to specific student learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewer Comments/Suggestions		

Criteria	Standard	Is the standard met?
10. Course content, requirements and quality is comparable to the face-to-face version of the course.	<ul style="list-style-type: none"><li>● Course description and credit hours</li><li>● Course objectives</li><li>● Course assessments</li><li>● Course assignments</li><li>● Content is current</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewer Comments/Suggestions		
11. Course is basically formatted with American Disability Association Standards (Online instructors are expected to meet specific student needs as recommended by the Special Populations Office).	<ul style="list-style-type: none"><li>● Basic ADA requirements are met:<ul style="list-style-type: none"><li>• High contrast between foreground and background.</li><li>• Minimal use of colors</li><li>• Only links are underlined</li><li>• Animated, flashing images are not used</li><li>• Images have alt tags (alternate text descriptions prompted when cursor hovers on the image)</li><li>• Course displays in multiple browsers</li><li>• Minimal use of special font sizes and types</li></ul></li><li>● Special Population contact information is available on course syllabus.</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewer Comments/Suggestions		

Criteria	Standard	Is the standard met?
12. Course shows ownership.	<ul style="list-style-type: none"> <li>● Course clearly indicates who owns the copyright to the Instruction developed.</li>   <li>● Copyrighted material within the course has been approved for use and cited.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewer Comments/Suggestions		