

STANDARDS FOR BLACKBOARD

2016-2017



WALLACE
COMMUNITY
COLLEGE

Version 09/9/2016

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BLACKBOARD

Defining Blackboard

Blackboard is the learning management system (LMS) that Wallace Community College has chosen to use to support its instructional programs. Wallace Community College uses the Blackboard Learning Management System (hereafter referred to as the LMS) to enhance all courses it offers in all disciplines. Where possible, College instructors will use the LMS to develop and implement additional hybrid courses in which students use the Internet as well as classroom or laboratory attendance to achieve student learning outcomes. The faculty will also teach online courses in which students achieve all student learning outcomes from instruction received via the Internet with on-campus exams proctored by the instructor of record, approved designee or off-campus exams proctored by an approved testing site. Each student is provided an individual secure login and pass code for accessing the system. All student activity is logged specific that student's account in the system.

Standards for Courses using the LMS

In preparing, maintaining, and teaching their assigned courses, instructors will collaborate with their colleagues in their respective disciplines to ensure that courses meet the intent of the course description published in the *Alabama Community College System (ACCS) Course Directory*. Those courses will include the appropriate student learning outcomes (SLOs) and processes for measuring achievement of those outcomes.

The majority of Wallace Community College courses will be presented as traditional instruction in which students attend and participate in all scheduled class hours. Those hours of faculty and student interaction will take place in the classroom, in a laboratory or shop environment, or with the instructor or clinical associate in a clinical setting. All of these courses will be enhanced with the minimal features, as listed on page 7, of the LMS. This is the minimum standard for all courses at the College, and all instructors will ensure that courses in their respective disciplines meet this minimum standard.

Selected courses will be presented as hybrid courses in which instructors and students interact in a classroom, laboratory, or shop environment for portions of the course's required meeting time, and students obtain other portions of instruction via the Internet. The face-to-face contact between instructors and students will be determined in the course design, with students having prepared using information provided by the instructor via the LMS. If more than 50% of the scheduled course hours are spent away from the campus and face-to-face contact with the instructor, the course will be considered an online course. All online courses require on-campus exams proctored by the instructor of record, approved designee or utilizing one of the approved off-campus proctor options listed in Appendix A.

Instruction-Related Responsibilities

Faculty Orientation and Mentoring

1. Instructors must complete the Blackboard Training for Faculty and Staff located in Blackboard (Professional Development Course, Blackboard and Instructional Technologies) to be prepared to use the LMS in their traditional, hybrid, and online education courses. All instructors and staff members have access to the Professional Development Course within the LMS. The CIE staff will facilitate and validate completion of the required training.
2. Instructors are expected to read and abide by rules, regulations, procedures, practices, and expectations contained in this standards document, the *Faculty Handbook*, and periodic memos from their Discipline Committee Chair, Division Director, Associate Dean, or the Dean, Instructional Affairs. Many elements related to instruction using the LMS are relevant to all course types and may be addressed in the *Faculty Handbook* and the *College Catalog/Student Handbook*.
3. Instructors new to the College and the LMS should complete the Blackboard Training for Faculty and Staff in Blackboard and seek assistance from a seasoned faculty member within their discipline. In addition, staff members in the Center for Instructional Excellence (CIE) are available as mentoring resources for all instructors.

Course Development and Maintenance Policies and Procedures

1. Course Development and Maintenance
 - a. Courses are developed, maintained, or revised using a team approach
 - i. Academically qualified instructors in the discipline
 - ii. Technically qualified personnel from the CIE
 - b. Courses added to the *ACCS Course Directory* may be developed for addition to Wallace Community College instructional programs.
 - c. Instructors desiring to develop a course for inclusion in the *ACCS Course Directory* must obtain prior approval of the Discipline Committee Chairperson, the Curriculum Committee, and the Dean, Instructional Affairs.
 - d. Instructors proposing a course for delivery as an online course must contact the CIE prior to developing a hybrid or online course.
 - i. CIE personnel will provide the Course Proposal Form (Appendix B) and other required documentation.
 - ii. CIE personnel will guide the instructor through the course creation process.
 - e. Proposed courses will be reviewed using the Checklist for Online Courses (Appendix C) and documented with a Course Approval Form (Appendix B).
2. Course Ownership
 - a. Royalty rights must be established before course development.
 - b. In most cases both the College and the instructor/developer(s) will retain rights to use the course; the College will retain rights to market the course.

- c. The College and instructor(s) will enter into a contractual agreement (Appendix D) concerning course ownership.

Syllabus and Student Performance Expectation

1. Instructors must provide students with access to the course syllabus on the first day of class. This may be accomplished by reviewing the syllabus posted within the LMS. Instructors may choose to provide each student with a paper version of the syllabus.
 - a. Use the Wallace Community College Syllabus Template.
 - b. Clearly explain course requirements and instructor expectations to the students in the course.
2. The syllabus is an important document that serves as a contract between the instructor and student.
 - a. Any changes to the syllabus must be communicated clearly and in writing to the students.
3. Initial communication with students sets the tone for the course. Be positive and respond quickly to students' electronic communications in hybrid and online courses.

Office Hours

1. Full-time instructors must maintain regular office hours each week for consultation with students and provide students with information on those hours. Instructors teaching online courses should, in addition to posting their schedule on their office door, provide the same schedule information within the LMS.
2. Students who are failing prior to mid-term should be encouraged to make an appointment with their instructors to discuss course progress.

Grading Standards for Courses Using the LMS

1. The assignment of course grades is the responsibility of the instructor of record for a course; this responsibility may not be delegated to others.
 - a. Discipline committee chairpersons may ask instructors in their disciplines to explain gross differences in grading.
 - b. Students have the right to appeal their course grade if they believe they have been graded unfairly. Students must follow Student Academic Grievances procedures listed in the *College Catalog/Student Handbook*.
2. Instructors should adhere to principles of professionalism, fairness, and clear communication with respect to the assignment of grades. In particular, this includes the following:
 - a. Consistent treatment of all students in each course, regardless of method of delivery;
 - b. Clear criteria, communicated directly to the class, explaining the basis on which coursework is graded;
 - c. Timely return of graded papers and examinations for review, with those returned within 48 hours (or clearly stated time frame if longer), excluding holidays and weekends if at all possible (instructors may retain copies for future reference);

- d. Sufficient feedback through the grading process for the student to improve performance on future assignments; and
 - e. Attention to fair and reasonable measures of course content and student performance.
3. During the course, the grading process is an important method for providing information to students on how they can improve their work in the future.
 - a. Grading should be handled in a way that serves as a teaching tool.
 - b. Course grades should be easily accessible during the course.
4. All course grades should be posted in a manner that meets FERPA requirements.
 - a. The “Grade Center” feature of the LMS is the tool for posting grades for students as the course progresses.
 - b. Instructors will follow prescribed procedures for final grade reporting each term.

Procedures for Testing

1. On-campus testing
 - a. Instructors are responsible for ensuring that all students understand their exam policy.
 - b. Instructors are responsible for ensuring that only enrolled students are taking exams in all courses. Instructors must validate the identity of each student taking an exam.
 - c. Syllabi must clearly state the policy for exams.
 - d. Instructors must be available for questions from students during test-taking times.
 - e. Instructors teaching online courses must notify students in online courses of the dates, times, and locations of all on-campus exams. This should be accomplished during the drop and add period to allow students with schedule conflicts adequate time to change course sections if they are not able to attend the listed testing dates.
2. Off-campus testing
 - a. Off-campus testing must follow the guidelines set forth in Appendix A.

Honesty Standards for Online Courses

1. Student conduct and honesty is expected to be in accordance with the published Code of Student Conduct as listed in the *College Catalog/Student Handbook*.
2. Instructors are encouraged to support the Code of Student Conduct and are expected to abide by the procedures designed for the effective implementation of the Code of Student Conduct.
3. Any suspected violations should be reported promptly, in writing, to the designated official at the appropriate College location. The written charge must define the specific charge and state the grounds for the charge. Disciplinary procedures will follow the process listed in the *College Catalog/Student Handbook*.

Standards for Use of the Blackboard LMS

The LMS provides an environment in which instructors will present materials to support students in traditional, face-to-face courses. The Web-enhanced course is the standard for Wallace Community College, and all courses will meet the standards for Web-enhanced courses below.

The LMS may be used to provide the instruction and materials necessary to replace a limited amount of instructor and student face-to-face time in selected courses. These hybrid courses will meet the standards listed below for hybrid courses.

Courses managed by the LMS with greater than 50% of faculty-to-student meeting time online are considered online courses. Such courses will require that all instruction (instructor-made videos) and all materials be available for the student through the LMS while requiring on-campus attendance only for exams. These online courses will meet the standards listed below for online courses.

Minimum Standard for All Courses (Web-Enhanced)

1. Course must meet all requirements for face-to-face courses.
2. Getting started page requirements
 - a. Introductory letter
 - i. PDF format for attached files
 - ii. Warm welcome to the course
 - iii. Introduces student to course
 - iv. Introduces instructor expectations
 - b. Instructor information
 - i. PDF format for attached files
 - ii. Faculty may use their faculty time card
 - iii. Clear directions for communication
 1. Preferred method
 2. Response times
 - c. Course grading overview
 - i. PDF format for attached files
 - ii. At a minimum, must address how the course grade is calculated
 - d. Course syllabus
 - i. PDF format for attached files
 - e. Printable course calendar
 - i. PDF format for attached files
 - ii. Important course dates, exam dates and times
 - iii. Use standard format for all courses
3. Course currency and accuracy requirements
 - a. The instructor of record is responsible for checking the accuracy of all course content, student rolls, and other data within each course. This includes verifying student enrollment in the LMS with data listed on the Official Course Rolls.

Minimum Standard for Hybrid and Online Courses

1. Course must meet all requirements for face-to-face courses.
2. Course must meet all requirements listed for Web-enhanced courses.
3. Content guidelines
 - a. Font consistency
 - b. Text consistency
 - c. Navigation is intuitive and consistent
 - d. Presentation consistency
 - i. All content is linked from the Content Page
 - ii. All content is mapped by outcomes/objectives
 1. Outcome/objectives must be addressed through instructor-made videos
 - iii. Content is chunked into manageable segments
 1. Units/modules/chapters
 2. Logical progression
 3. Instructor-made videos for each course content segment.
 - iv. Documents must have a printable version in PDF format
 - v. PowerPoint presentations (.pps format)
 1. Include PDF printable handout
 - a. Minimum 2 slides per page
 - b. Avoid dark background
 2. PDF format for attached files
 - vi. Graphics and multimedia usability
 1. All videos should be created using Camtasia Relay or CIE approved media
 2. Contact the CIE for questions regarding adding other types of videos
 3. Do not load videos directly into Blackboard
 4. Videos and media files should have a transcript
 - a. Focus on making course content accessible for all learners and learning styles
 - b. The CIE maintains a docsoft AV device to automatically transcribe all instructor-made videos
 - c. Instructors link or add transcripts to their courses as needed
 - e. Communication standards
 - i. Clear directions for communication and participation
 - ii. Timely and appropriate interaction between students and instructors
 - iii. Timely and appropriate interaction among students
 - iv. Communication tools should be used to help build a sense of community among learners
 1. Instructor maintains social presence throughout course
 2. Instructor facilitates course progression through regular and active participation

3. Utilize discussion forums, blogs, or other common interaction areas
 4. Assign small group activities
- f. Accessibility standards
- i. Multimedia
 1. Audio format (.mp3)
 2. Video in multiple formats if possible (Camtasia Relay provides this)
 - a. It is highly recommended that all videos have a text equivalent that addresses different learning styles and disability support services (script or handout that covers the same material)
 - ii. Instructional design standards
 1. All online course content broken down into units/modules
 - a. Each unit/module mapped by student learning outcomes/objectives (SLOs)
 - b. Course content present for online portion
 - i. Consistency of materials
 - ii. Instructor made videos that cover SLO's
 - iii. Students have technology to access content
 - c. Assessment present for online content
 - i. Sufficient to ensure that student meets course requirements
4. Grades
- a. Online courses must post formative feedback for student improvement
 - i. Use of the LMS Grade Center

Guidelines for Evaluating Courses in the Blackboard LMS

Review Process for Courses Using the LMS

1. Initial Review
 - a. The Checklist for Online/Hybrid Courses (Appendix C) will be used to evaluate a course immediately after it is developed and before initial implementation.
2. Periodic Review
 - a. The Checklist for Online/Hybrid Courses (Appendix C) will be used to evaluate a course during the first term of implementation and periodically thereafter.
3. Review Process
 - a. Each course will be reviewed as it is developed and implemented by the instructor/developer(s).
 - b. After the instructor/developer(s) reviews the course, the program director, discipline chair, or designee will review or designate a program-specific reviewer.
 - c. Following review by the program reviewer, the administrative representative will receive the document for final review and approval.

Guidelines for Evaluating Instructors Using the Blackboard LMS

Review Process for Courses Using the LMS

1. Review one course from each instructor at least once per year.
 - a. The CIE staff will use the Checklist for Online/Hybrid Courses (Appendix C).
 - b. Courses will be reviewed on a rotating schedule.
 - c. Instructors who are recognized as non-compliant with the *Standards for Blackboard* will have all courses reviewed and training needs identified.
2. Review training records for completion of required LMS/CIE training.
3. Hybrid and online instructors must remain compliant with requirements of the *Standards for Blackboard*.
 - a. Must complete required training prior to teaching online.
 - b. Must remain compliant with the *Standards for Blackboard* to continue teaching online.
 - c. Targeted training as identified.
4. The CIE will track all requests for help and assistance.
 - a. Instructors requesting help and assistance will receive additional training as identified through a training needs assessment.

Course Effectiveness and Quality

1. Instructors teaching courses within the LMS are responsible for ensuring the quality and effectiveness of those courses.
2. Instructors teaching hybrid and online courses are provided a number of tools to evaluate the quality and effectiveness of their courses. These include the following:
 - a. Summary student evaluation data
 - b. Attrition and student success data
 - c. Student learning outcome data
 - d. The Checklist for Online/Hybrid Courses (Appendix C)
3. The CIE will verify compliance with the *Standards for Blackboard*.
 - a. The CIE staff will receive and review all hybrid and online Checklist for Online/Hybrid Courses forms (Appendix C).
 - b. LMS courses will be reviewed by the CIE staff based on feedback received from students.
 - c. Instructors identified as being non-compliant with the *Standards for Blackboard* will have all courses within the LMS reviewed for compliance.
 - d. Instructors who are deemed non-compliant with the *Standards for Blackboard* will complete training as identified through a training needs assessment.

Training Needs Assessment

1. Instructor training needs related to instructional technology and the LMS may be established through a training needs assessment. The training needs assessment will be completed using an Individual Needs Assessment form (Appendix E).
2. The training needs assessment begins with an individual needs assessment, a look at what is missing.
 - a. A need can be described as a discrepancy between the current performance and what is needed.
 - b. A needs assessment identifies the training objectives by recognizing the following:
 - i. Who, if anyone needs training?
 - ii. What training is needed?
 - iii. If training is not needed what actions are required?
 1. Solution may be to create job help or other supportive tool.
3. If training is required, compile training objectives.
 - a. Select existing training resource or design new training resource.
4. Implement training.
 - a. Identify instructional method.
 - b. Schedule training.
 - c. Complete training.
5. Evaluate training.
 - a. Were training objectives met?

Best Practices for Online Instruction

Institution and Course Practices (taken from <http://www.sacscoc.org/pdf/081705/commadap.pdf>)

1. Learning outcomes promised to students are achievable using online technology.
 - a. Students are allowed to take online courses only if . . .
 - i. They have access to support services for online learning; and
 - ii. They have access to the technology necessary for online learning.
2. Course development is a team endeavor
 - a. Instructors and subject matter experts are academically qualified.
 - b. Instructors and subject matter experts develop content and provide oversight.
 - c. Instructional design and technical support roles are available.
 - d. Third party contractors do not usurp the instructor and subject matter expert roles.
3. Instructor-to-student and student-to-student interactions are critical components in fully online instruction
 - a. Clear directions for communication
 - b. Timely and appropriate interaction between students and instructors
 - c. Timely and appropriate interaction among students
4. Demonstrated interactivity that helps learners achieve learning outcomes
 - a. Student survey results
 - b. High levels of satisfaction with online learning
5. Instructors receive adequate training and support for online instruction.
 - a. Financial support
 - b. Instructional design and technical support
 - c. Instructor training
6. Students receive adequate training and support for online learning.
 - a. Help and guidance
 - b. Timely technical help
 - c. Outside resources, such as databases and library access
7. Institutional support
 - a. Financial resources
 - b. Maintaining and updating technology
 - c. Support (MIS/CIE) staffing
8. Planning and self-assessment
 - a. Evaluating offerings
 - b. Enhancing effectiveness
 - c. Currency of courses

APPENDIX A

OFF-CAMPUS PROCTOR APPROVAL PROCESS

Wallace Community College Off-Campus Proctor Approval Process

- Instructor announces the first day of class the required on-campus testing dates and times. Instructor must offer exams on both campuses.
- If a student requests an off-campus test the instructor will provide this document or advise the student to contact the Center for Instructional Excellence (CIE) for this packet.
 - NOTE: Instructor must notify the student if ProctorU is not an option for testing due to specific course requirements. Student must find another option if ProctorU is not compatible with the test type.
- Student ensures completion of the Proctor Application Packet and returns to the CIE.
- The CIE reviews packet for completeness and either returns to student for correction or forwards to Instructor(s) of record and copies the Associate Dean (AD).
- Instructor(s) of record will contact student and testing center.
 - Instructor will ensure timely delivery of test to testing center.
 - Instructor will clearly communicate to student requirements for completion.
 - CIE will provide support as requested by the instructor(s) of record.
- Copies of all completed packets are kept by the instructor of record for future reference.

Instructor Responsibilities After Receiving Approved Proctor Packet

- Instructor reviews proctor application and ensures that student is in good standing in course.
- Instructor contacts testing center and provides specific information concerning the proctored exam including date and time of exam, student name(s), and instructions for completion of the proctored exam. Instructor will inform testing center of requirement that student provide a Wallace Community College Student ID or a government issued photo ID and complete the exam under direct observation.
- If a printed exam is being used, instructor will send the exam to the proctor prior to the exam date and explain that the student will present a stamped envelope addressed to the instructor at the time of the exam. Envelope will be addressed to the instructor at 1141 Wallace Drive, Dothan, AL 36303.
 - Instructor will notify student that they must bring a Wallace Community College ID or a government issued photo ID and a stamped envelope addressed to the instructor on the date of the exam.
- Instructor will monitor course and ensure student completed the exam during the prescribed time period.
- Any irregularities with proctored exams must be reported immediately to the appropriate Division Director and Dean, Instructional Affairs.

Acceptable Testing Centers

- A testing center recognized by the National College Testing Association
 - <http://www.ncta-testing.org/cctc/find.php>
 - Fees vary by each site and are listed on the website.
 - All fees are the responsibility of the student requesting off-campus testing.
- Another nationally recognized commercial testing center such as Sylvan Learning Centers.
 - http://tutoring.sylvanlearning.com/find_a_center.cfm
 - Sylvan Learning Centers offer testing for \$25.00 per exam.
 - Other commercial testing sites as reviewed and approved by the Dean, Instructional Affairs.
 - All fees are the responsibility of the student requesting off-campus testing.
- Military Testing Office.
 - Deployed service members may use a commanding officer with a rank of O-2, E-7, or W-2 or higher to act as your proctor.
 - All fees are the responsibility of the student requesting off-campus testing.
- ProctorU
 - <http://www.proctoru.com/>
 - All fees are the responsibility of the student requesting off-campus testing.
 - Students are responsible for ensuring they have the necessary computer and Internet equipment needed for this option.
 - IMPORTANT: Students must ensure that ProctorU is viable option for the test type offered by the instructor. ProctorU cannot be used for paper-based tests and students must use an in-person proctor for those exams.

Testing Center/Proctor Application Packet Instructions

The overall responsibility for completion of this packet is on the student. Students seeking an off-campus testing center/proctor must ensure that the complete packet is filled out and returned to the Center for Instructional Excellence (CIE). Students are not to send packet directly to instructor. Packets must be received at least **two weeks** prior to the scheduled test date.

- Student completes** the Testing Center/Proctor Application Form.
- Student ensures** that testing Center/Proctor completes Proctor Agreement Form (page 3 of this packet).
- Student is responsible** for return of application packet by the date set by the instructor.
- Student is responsible** for any fees associated with off-campus testing.

For questions or assistance completing these forms contact the Center for Instructional Excellence at 334-556-2464.

Mail to:

Center for Instructional Excellence

Wallace Community College

Attn: Proctor Information

1141 Wallace Drive

Dothan, AL 36303

Fax to:

Center for Instructional Excellence

Attn: Proctor Information

(334) 556-2525

Email: cie@wallace.edu

Proctor Application Form

Must be returned by the date set by instructor (minimum two weeks prior to test date)

Student Information

Student Name:	
Student Number:	
Street Address:	
City, State, Zip:	
Phone:	
Instructor Name(s):	
Course Number (s):	

Testing Center/Proctor Information

Name:	
Street Address:	
City:	
State:	
Zip Code:	
Contact Information	
Work Phone number:	
Fax number:	
E-mail address:	

PLEASE NOTE THAT ALL PERSONAL INFORMATION PROVIDED TO WCC WILL REMAIN STRICTLY CONFIDENTIAL AND WILL NOT BE RELEASED WITHOUT YOUR PRIOR CONSENT. PLEASE KEEP A COPY OF THIS FORM FOR YOUR RECORDS.

Proctor Agreement Form

Wallace Community College student _____ is requesting you serve as an off-campus exam proctor.

Proctor Responsibilities

- Verify the identity of the Student (government issued photo ID required)
- Ensure that there is no participation, interaction, or interference during examinations.
- Ensure no use of text, notes, etc. unless approved by the instructor.
- Ensure that no examination sheets or student answers are reproduced in any manner.
- Mail the completed Exam (if printed) and any copies of test materials specified by the instructor, to the course instructor at Wallace Community College.
 - Student will provide postage-paid envelope addressed to the course instructor if applicable.

Testing Center Agent/Proctor Agreement (not required for ProctorU)

I am willing to serve as proctor for this student and perform the prescribed duties without any remuneration from Wallace Community College. I understand that any financial obligation for the administration of this exam exists solely between the testing center and the student.

Testing Center Agent/Proctor Signature

Date

As the student requesting this person serve as an off-campus proctor I understand I am responsible for completion of this form and full adherence to the Wallace Community College Code of Student Conduct as presented in the College Catalog and Student Handbook. I understand that I am responsible for any fees associated with using an off-campus proctor. I further understand that it is my responsibility to ensure that all course requirements are met by the deadline set by my instructor.

What is the reason for this off-campus proctor request: _____

Student Signature

Date

APPENDIX B

COURSE DEVELOPMENT PROCESS AND FORMS

Wallace Community College

Online/Hybrid Course Development Process

For assistance contact: R. Chris Joiner
rjoiner@wallace.edu
334-556-2441
Wallace Campus, CTC Building, Room 127

Procedure for Online/Hybrid Course Development

1. Distance Education Course Proposal Form
 - a. Attached, contact the Center for Instructional Excellence
 - b. Complete form
 - c. Instructor/developer's signature
 - d. Program reviewer's signature (department chair/director)
 - e. Send form to Chris Joiner for administrative representative's signature
2. Joint Creation and Ownership Agreement for Online Courses
 - a. Contact Chris Joiner to complete agreement.
3. Develop Course
 - a. Contact Chris Joiner to have course shell created in the LMS
 - b. Instructor develops course
 - c. Refer to the *Standards for Blackboard* for guidance:
 - d. Refer to the Checklist for Online/Hybrid Courses for guidance
 - e. Center for Instructional (CIE) assistance as requested
4. Checklist for Online Courses
 - a. Notify Chris Joiner when course development is completed.
 - b. Complete initial review of course using checklist
 - c. Instructor/developer's signature
 - d. Program reviewer's signature (department chair/director)
 - e. Send form to Chris Joiner for administrative representative's signature
5. Course Approval Form
 - a. Attached, contact the Center for Instructional Excellence for assistance
 - b. Attach revised syllabus
 - c. Attach objective/outcomes documentation
 - d. Instructor/developer's signature
 - e. Program reviewer's signature (department chair/director)
 - f. Send form to Chris Joiner for administrative representative's signature
6. All forms must be returned to Chris Joiner in the Center for Instructional Excellence
R. Chris Joiner
rjoiner@wallace.edu
334-556-2441

Course Approval Form

The following online course has been reviewed and approved by the instructor/developer(s), Discipline Committee Chairperson, and administrative representative.

- Attach the *Checklist for Online/Hybrid Courses*.
- Attach the *Course Proposal Form*.
- Revised syllabus must be uploaded to the LMS.

Course Title: _____

Course #: _____

Course Offered Semester/Year: _____

Instructor: _____

Development Team Members: _____

Course Instructor/Developer(s): _____ Date: _____

Discipline Chair: _____ Date: _____

Administrative Representative: _____ Date: _____

Attachments: *Checklist for Online/Hybrid Courses*
Course Proposal Form

APPENDIX C

CHECKLIST FOR ONLINE/HYBRID COURSES

Checklist for Online/Hybrid Courses

Course Prefix and Number: _____ Instructor Name: _____

Course Design

Getting Started Page (all documents must be in Adobe PDF format)

- Warm Welcome Letter to orient student to the course.
- Instructor Information including clear directions for communication.
- Course Grading Overview.
- Course Syllabus.
- Printable Course Calendar with Information on Important Course Dates.

Content Page (students need to know where to find course content)

- All Course Content is linked from the Content Page.
- Navigation is intuitive and consistent.
- All course content is mapped by student learning outcomes/objectives.
- Content is "chunked" in manageable segments such as learning units, modules, chapters and flows in logical progression.
- Content uses a variety of media (Instructor-made videos, PowerPoint, Video/Audio, Links to Websites, etc.) and addresses a variety of learning styles.
 - All documents must contain a printable version in Adobe PDF format.
 - PowerPoint presentations should include a printable version in Handout or Notes format (2 or more slides per page).
 - All video/audio presentations should include a printable transcript.
 - Focus on making course content accessible for all learners.
 - Utilize Docsoft AV transcripts as needed.
- Instructor made videos covering all learning outcomes/objectives.
- Any supplementary resources such as textbook publisher resources are linked from the Content Page.

Learner Engagement

- It is clear how instructional strategies will enable students to reach course outcomes/objectives.
- Clear link between outcomes/objectives – content – formative and summative assessment.
- Higher order thinking is expected and explained with examples or models.

Interaction and Collaboration

Communication Tools

- Guidelines explaining required means of communication and participation are clearly written and understandable.
- Instructor routinely interacts with students. Initiates contact early.
 - Early intrusive intervention for at-risk students.
- Student to Student interaction is required. Designed to build a sense of community among students.
- Instructor regularly provides feedback, course updates, reminders, and special announcements.
 - Can utilize Announcements, Course Mail, Discussion forums or other.
- Communication tools are used to help build a sense of community among learners.

Assessment

- Instructions pertaining to course requirements are clearly written and understandable.
- Assessments match the course outcomes.
- Assignments require students to engage in critical thinking.
 - Use multiple assessment methods/ designed to facilitate learning.
 - Low-stakes testing with formative feedback.
 - Low-stakes assessments prepare learner for high-stakes assessments.
- Plan for contacting and intervening with students who meet minimum performance standards for assessments.
 - Intrusive intervention.
- Includes adequate and appropriate methods to measure mastery of outcomes/objectives.

Learner Support

Instructional Process

- Instructor monitors student activity. Checks frequency of student login, contacts students having difficulties.
 - Instructor incorporates work ethics.
 - Clear and early guidelines for successful participation.
 - Provides reminders to students of importance of staying up-to-date.
- Instructor uses "Grade Center" or other means to provide feedback on student progress.
- Instructor provides and reinforces policies on student participation, communication, and course progression.
- Instructor provides adequate office hours for student appointments.

- Instructor provides students with adequate information on institutional announcements and processes.
- Students have the opportunity to give feedback to the instructor regarding course design. This method should include an anonymous option.

Date Reviewed: _____

Instructor Signature and Printed Name: _____

Administrative Representative Signature and Printed Name: _____

APPENDIX D

JOINT CREATION AND OWNERSHIP AGREEMENT

WALLACE COMMUNITY COLLEGE

JOINT CREATION AND OWNERSHIP AGREEMENT FOR ONLINE COURSES

This Agreement is made Enter Date Here by and between Enter Instructor's Name ("Author,") and Wallace Community College-Dothan ("College"). It is made in reference to Enter Course Identifier and Course Name to be delivered initially in the Enter Semester and Term.

Recitals

The Author and College shall each contribute copyrightable expression to and intend to be joint owners of the educational course materials anticipated to result from this collaboration (the "Course"). In furtherance of their mutual objectives, the Parties will allocate certain of their jointly held rights and responsibilities as set forth in this agreement.

Scope of Work to be Completed

Creation of a Enter Course Identifier and Name Here course for online delivery using the Blackboard learning management system. Course will be developed based on the curriculum and course syllabus approved by _____. Completed work will consist of course content for all areas listed in course curricula and syllabus including, but not limited to, course handouts, discussion assignments, quizzes and exams, video presentations, audio presentations, and other digital course content. The Author will be provided with the Standards for Blackboard document and the Checklist for Online Courses prior to the start of the work. These documents will be used to guide the Author in the completion of the work. Completion of work will be determined by _____, using the Standards for Blackboard document and the Checklist for Online Courses.

The Author and the College agree that:

1. Rights Granted

- a. The College shall have the right to license the Course to others, including, without limitation, the rights described in Section 10.
- b. The Author shall retain a nonexclusive right to use the Course for instructional and educational purposes, including the right by the Author to teach using material from the

Course should the Author leave the College's employ. The College shall retain a nonexclusive right to use the Course for instructional and educational purposes.

- c. The Parties shall share in royalties, if any, as set forth in Section 9.

2. Completion of Author's Contribution to the Course

- a. The Author will prepare and deliver to the College on or before Enter Date of Delivery the Author's contribution to the Course in the medium mutually agreed upon for the Course.
- b. If the Author fails to deliver Author's contribution on time, the College will have the right to terminate this agreement and to recover from the Author any resources advanced in connection with the Course.

3. Quoted Material

- a. With the exception of short excerpts from other's works, which include fair use, Author's contribution to the Course will contain no material from other copyrighted works without a written consent of the copyright holder. Any authorizations associated with the Course will be the responsibility of the Author.
- b. It is acceptable to use material from the current textbook publisher as long as the course is not made commercially available.

4. Offering the Course

- a. The Course shall be offered, distributed, transmitted or published by the College as soon as circumstances permit after completion, at its own expense, in such manner as the College deems appropriate.

5. Copyright

- a. The Author authorizes the College to register a copyright for the Course in the Author's and College's name(s) in the United States, and/or internationally as the College may elect.

6. Author's Warranty

- a. The Author warrants that he or she is the only owner of Author's contribution to the Course, except as indicated in quoted material above, and has full power and authority to make this agreement; that he or she has made a good faith effort to follow all Copyright guidelines and that the contribution does not infringe any copyright, violate any property rights, or contain any unlawful matter.

7. Indemnification

- a. The Author will defend and indemnify and save harmless the College, its officers, employees and subsidiaries against all suits, claims, demands, judgments, costs and expenses arising from the Author infringements of copyrights.

8. Consideration

- a. College may contribute any or all of the following resources to the creation of the Course:
 - i. Materials
 - ii. Hardware
 - iii. Software
 - iv. Technical Assistance

9. Royalties

- a. The Parties shall share in any net income from the commercialization of the Course (licensing or selling the Course to a third party) as follows: College will first recover an amount equal to the consideration described in Section 8, as well as costs associated with commercialization of the Course and securing copyrights, then Parties shall share profits in the amount of 50% to the College and 50% to the Author.

10. Subsidiary Rights

- a. Author's rights:
 - i. Author retains the right to use course content if he or she leaves employment at Wallace Community College, moves to another educational institution full or part-time, and teaches using these materials at the new institution. This provision applies only to the course content, and not the course software or space on servers owned or leased by the College.
 - ii. The Author retains the right to use intellectual content from courses taught at Wallace Community College in scholarly contributions to books, articles, conventional courses, seminars, lectures, and similar scholarly activities in print and in person.
- b. The College's rights:
 - i. The College shall retain the nonexclusive right to use the Course for non-commercial administrative purposes, including satisfying requests of accreditation agencies.

- ii. The College retains the right to license, sell, or otherwise dispose of all subsidiary rights to the Course, including the right to sell or license course materials to a third party, with profits to be shared as described in Section 9.

11. Options/Contracts with Third Parties

- a. Nothing contained in Section 10 shall affect any license or other grants of rights, options, or agreements made with third parties prior or the rights of either party in the income resulting from such agreements.

12. Amendments

- a. The written provisions contained in this agreement constitute the sole and entire agreement made between the Author and the College concerning this course, and any amendments to this agreement shall not be valid unless made in writing and signed by both parties.

13. Construction, Binding Effect, and Assignment

- a. This agreement shall be construed and interpreted according to the laws of the State of Alabama and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Author and to the College shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

AUTHOR:

WALLACE COMMUNITY COLLEGE:

Author Signature

Dean, Instructional Affairs Signature

Author Printed Name

Dean, Instructional Affairs Name

Street address

City/state/zip

APPENDIX E
INDIVIDUAL NEEDS ASSESSMENT FORM

Individual Needs Assessment

Instructor Name: _____

Date Needs Assessment Completed: _____

Individual Analysis: (Delete all non-relevant and expand on those that are relevant)

Performance evaluation—areas of improvement needed as reported by supervisor/coordinator/dean

Performance problems—productivity, non-compliance, help utilization

Observation—direct observation

Interviews—instructor, supervisor, director, dean, students, other comments/complaints

Questionnaires—correspondence with instructor indicating skills and abilities

Checklists—Checklist for Online Courses, other documentation

Results and Recommendations: (indicate all relevant training needed)

Existing Training—Which existing training tools will address issue?

Needed Training—What training needs must be created?

Priority/Urgency—How soon should the training occur?

CIE Staff Member completing Needs Assessment: _____

(The Director of the Center for Instructional Excellence/Instructional Technologist will determine final priority of all training needs.)