Distance Education
Policies & Procedures Handbook

A Guide to Effective Distributed Teaching and Learning Strategies
Contents

Distance Education Mission ........................................................................................................ 4
    Introduction .......................................................................................................................... 4
        Mission ............................................................................................................................. 4
        Goal ................................................................................................................................. 5
    Overview and Welcome ....................................................................................................... 5
Federal Requirements ............................................................................................................... 6
    State Authorization ............................................................................................................ 6
        Physical Presence ........................................................................................................... 6
    Distance Education Complaint Process for Out of State Students .................................... 6
    National Council for State Authorization Reciprocity Agreements .................................. 7
Attendance ................................................................................................................................ 7
    After Week 1 ....................................................................................................................... 8
Student Authentication .............................................................................................................. 8
    Secure Login ....................................................................................................................... 8
    Proctoring ............................................................................................................................ 9
FERPA ...................................................................................................................................... 10
    FERPA Guidelines ............................................................................................................ 10
Academic Integrity .................................................................................................................. 11
    Best practices for Promoting Academic Integrity ............................................................ 11
    Alternative Assessments ..................................................................................................... 11
Accessibility ............................................................................................................................. 12
    Providing Extended Time for Online Quizzes and Exams ................................................ 12
Copyright ................................................................................................................................. 13
    The Fair Use Doctrine ........................................................................................................ 13
    Copyright Compliance Checklist ....................................................................................... 14
    Additional Copyright Guidelines ......................................................................................... 14
eLearning Platforms .............................................................................................................. 16
Instructional Delivery Platforms ............................................................................................. 16
    Learning Management System ......................................................................................... 16
Quality Assurance in Courses ........................................................................................................20
Faculty Information ............................................................................................................................21
Policies & Procedures ..........................................................................................................................21
Delivering a DE Course ....................................................................................................................21
Administrative Policies ......................................................................................................................22
DE Course Management ..................................................................................................................23
Development ..................................................................................................................................23
Effective Engagement and Communication .....................................................................................23
Meaningful Feedback ........................................................................................................................26
Final Examinations ............................................................................................................................26
Academic Integrity and Assessment Verification .............................................................................27
Student Information ..........................................................................................................................28
DE Topics in the Student Handbook .................................................................................................28
Grievance Process .............................................................................................................................28
Student FAQ’s ................................................................................................................................28
Appendices .......................................................................................................................................32
Appendix A – Intent to Develop a NEW Distance Education Course .............................................32
Appendix B – Intent to Deliver a Distance Education Course .........................................................33
Appendix C – General Distance Education Guidelines .................................................................34
Appendix D – OSCQR Course Design Review .............................................................................36
Appendix E – Exam Proctor Form ..................................................................................................41
Appendix F – Online Course Accessibility Checksheet .................................................................43
Appendix G – Interactive Matrix for DE Courses ........................................................................44
Distance Education Mission

**Introduction**

Distance Education at Bevill State Community College is a campus-wide resource for faculty members and departments interested in promoting teaching excellence, improving student learning outcomes, and encouraging ongoing professional development and scholarly engagement. Distance Education promotes and supports the innovative use of technology in teaching, advising, and mentoring students while emphasizing academic excellence within a supportive environment.

The Distance Education Policies & Procedures Handbook is intended to serve as a guide for faculty teaching:

A. Hybrid courses – courses in which a majority of instruction is delivered in a structured alternative delivery format including, but not limited to, the Internet and/or other off-campus formats. Bevill State identifies hybrid courses with a “Hybrid” in the course schedule.

B. Web courses – courses in which instruction is delivered entirely online through Canvas, a learning management system that uses the Internet for delivery and interaction. Bevill State identifies Web courses with a “Web” in the course schedule.

While this handbook is designed to assist faculty in developing and teaching Distance Education and blended courses, it does not replace nor supersede the Bevill State Community College Handbook. If you have any questions about the policies and procedures for Distance Education, please feel free to contact the office of Distance Education for further clarification or information.

**Mission**

The mission of Distance Education at Bevill State is to facilitate and promote the creation and delivery of quality Distance Education courses to meet the continuous and changing educational needs of students served by the College.
Goal

The goal of Distance Education is to offer the technology, flexibility, and opportunity that allow all students to excel. If you are unable to find the answer to your Distance Education question on our Distance Education Website, please contact the office of Distance Education at 205-648-3271 Ext. 5257.

Overview and Welcome

Distance Education (DE) focuses on utilizing technology and teaching methods to provide an effective teaching and learning experience to students outside the regular classroom and thereby increase flexibility and scheduling options. DE courses require that students have a computer and Internet access that meet at least minimum technical requirements as defined by the College on the Distance Education site under Technical Requirements for Distance Education at Bevill State. Additionally, DE courses require computer literacy and reading comprehension skills as well as self-discipline and motivation. Students register for Distance Education courses in the same way they register for traditional courses. Visit the BSCC Webpage for more information about the process.

Please take some time to familiarize yourself with this information. This is your guide for designing, delivering and facilitating Distance Education classes and should be frequently referenced. Online instruction is hard work that requires a lot of time but it can be very rewarding for both the faculty members and students if done well. Hopefully this manual will be a great help with achieving that rewarding experience.

This is to be viewed as a dynamic document that will be updated as Distance Education grows and technology changes. Please check the Distance Education Website each semester to ensure that you have the latest version. Should you have any questions or concerns, contact the Chair of Distance Education.

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Federal Requirements

State Authorization

Some states require that out-of-state institutions be authorized within the state before delivering Distance Education courses or programs. Bevill State’s state authorization status is available online via the Distance Education site’s State Authorization page.

Effective February 2016 when Alabama joined the National Council for State Authorization Reciprocity Agreements (NC-SARA), Bevill State Community College’s compliance with state authorization requirements is managed by the President’s Office.

Physical Presence

The most frequently used factor in determining whether or not state authorization is required is a physical presence. The definition of a physical presence varies by state but typically includes attributes such as the institution’s possession of a local address, local clinical or practicum requirements, local advertising, and local employees.

Bevill State Community College has four campuses and one teaching site, all of which are in Alabama, and advertises exclusively in Alabama. The only clinical or practicum requirements are affiliated with traditional programs that are delivered in Alabama.

Bevill State does periodically hire part-time Distance Education faculty who live outside of Alabama. Bevill State’s process for the hiring of part-time faculty is available online via the BSCC webpage.

Anyone with a Master’s Degree and 18 graduate semester hours in an instructional discipline offered at Bevill State Community College may apply to teach in that discipline. Upon receipt of all application materials, the information is sent to the appropriate academic department for evaluation. When part-time positions become available, the appropriate dean or department chairperson selects the instructor. Upon selecting an instructor who lives outside of Alabama, the department chair should contact the President’s Office to verify whether hiring the individual will impact the College’s State Authorization status for the state in which the instructor lives.

Distance Education Complaint Process for Out of State Students

Bevill State Community College desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students residing outside the state of Alabama who desire to resolve a grievance regarding any Bevill State Web course(s) should follow the College’s Student Grievance Procedure as outlined in the Bevill State Community College Catalog and Student Handbook.
National Council for State Authorization Reciprocity Agreements

A voluntary process of state oversight of distance education has been created to redress these problems. The National Council for State Authorization Reciprocity Agreement (NC-SARA) has developed a voluntary agreement for member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. This agreement is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Key Points of SARA

- SARA replaced the SREB’s Electronic Campus Regional Reciprocity Agreement (SECRA) for state authorization in January 2016.
- SARA is voluntary for states and institutions.
- SARA is administered by the four regional education compacts that accept applications from states in their regions. Once states are approved, they can begin to enroll eligible institutions.
- Membership is open to degree-granting postsecondary institutions from all sectors (public colleges and universities; independent institutions, both non-profit and for-profit) accredited by an agency recognized by the U.S. Secretary of Education.
- Every college or university decides for itself whether to operate under SARA. Bevill State Community College’s SARA status is managed by the President’s Office.

Attendance

According to 34 CFR section 668.22, which addresses the treatment of Title IV funds, faculty members teaching an online course must record attendance within the first week of class by demonstrating that students have participated in a face-to-face class activity or were otherwise engaged in an academically-related online activity.

Options to Comply with Attendance Requirement

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Completion of an initial assignment regarding academic polices, introduction discussion board posting or graded assignment
- Submitting an academic assignment
- Completing an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course
Activities that Can NOT be used for Attendance

- Logging into an online class without active participation
- Participating in academic counseling or advisement

After Week 1

After the first week, the student’s “attendance record” should be based on the student’s meeting course requirements such as submitting assignments or communicating with the instructor as outlined in the course syllabus. It is encouraged that students be given weekly assignments based on requirements stated in the course syllabus.

Weekly attendance is encouraged and, just as in traditional courses, if a student does not meet attendance requirements as stated in the course syllabus, the student is encouraged to officially withdraw from the course. Failure to officially withdraw from the course could result in a grade of F and adversely impact financial aid.

Options to comply with weekly attendance requirements include:

- Assignments
- Quizzes
- Discussions
- Exams

Student Authentication

The Federal Government requires institutions that offer distance education courses or programs to have processes in place to authenticate that the student who registers in such a course or program is the same student who participates in and completes the course or program and who receives the academic credit.

Secure Login

To verify the identity of students accessing online resources, Bevill State assigns students a unique identification number referred to as the Canvas ID. The Canvas ID is the login ID for a variety of online services offered through the College, including the following:

- the Student E-mail System, bearmail, where students receive announcements, notifications from the LMS, etc.
- the learning management system (Canvas), where enrolled students can access course materials and course grades
Proctoring

To receive credit for Distance Education courses, students may be required to take proctored or non-proctored examinations. If requiring proctored exams in an online course, instructors need to include a statement in the syllabus and the course comments in Canvas indicating that proctoring will be required.

Due to the varying needs within each discipline, each department is responsible for establishing their own specific proctoring policies.

Non-Proctored Examinations

Non-proctored or take-home exams are permitted at the discretion of the instructor. Non-proctored exams enable students to take the exam at a location and time of their choosing within the bounds of a specific date range or other specified timeframe. Students are expected to conduct themselves in accordance with the academic honesty policy described in the College’s Student Handbook.

Students should plan to take exams during the timeframe specified by the instructor. This timeframe must be specified in the course materials. The exam must be completed and submitted per instructor’s instructions.

Proctored Examinations

A proctored exam is a supervised exam. Proctoring is a highly effective method for promoting academic integrity, authenticating students, and is an acceptable testing requirement for both hybrid and Web courses. Recommended proctoring solutions include:

- Traditional proctoring at Bevill State’s Testing Center
- Proctoring at a location that is preapproved by the instructor
- Electronic surveillance through the use of recording technology such as the College’s Respondus Monitor

In circumstances where a student is unable to come to campus to complete a proctored exam, it is the student’s responsibility to coordinate with the course instructor to get special permission to use video or a third-party as a proctor. Relatives or friends, no matter what their position, may not serve as a proctor. Persons currently enrolled in Bevill State courses may not proctor other Bevill State students. An exam proctor form should be used when a third-party is monitoring an exam (Appendix E).
**FERPA**

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The four primary rights for students afforded under FERPA are:

- The right to review their own educational records
- The right to seek amendment of their own education records
- The right to limit disclosure of their own education records
- The right to file a complaint

Compliance with FERPA requires that student information be protected and not shared with a third party. There are additional common mistakes that instructors make though, which violate students' information privacy.

Instructors should not share the following student information without explicit permission from the student:

- E-mail addresses
- Course work
- Social media information
- E-portfolios and resumes
- Individual or group capstone projects, reports, and written assignments
- Non-directory information (photographs, date and/or place of birth, major field of study, dates of attendance at the school, grade level, degrees or honors received, all or part of the student ID or other unique personal identifier)

Express written consent for information sharing is not required if:

- Students are given prior notice of course posting requirements then post their own work
- Students are not identified and there are no grades or evaluative comments
- Posted work is available only to members of the class

**FERPA Guidelines**

- Before using any information outside of Canvas, get explicit permission from the student
- Avoid posting (or requiring) students’ directory information in a course
- You may not release non-directory or personally identifiable information about a student to a third party (parents included) without the student’s written authorization or consent to release to a specific individual or organization
- Avoid emailing student specific information (grades, assignment critiques, or other non-directory information) to an email address not issued by the College
Use the Canvas Grade Center and Course Messages

**Academic Integrity**

Take appropriate measures at the course level but whatever those are, make sure that they are fostering a culture of academic integrity.

**Best practices for Promoting Academic Integrity**

- Provide an academic honesty policy within the online learning environment and discuss it early in the course then require the students to sign it and turn it in.
- Require student engagement with the academic integrity policy. For example:
  - Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
  - Develop and ask students to commit to a class honor code.
  - Require students to read and sign an agreement to adhere to the campus academic integrity policy.
  - Write a letter to students about integrity and post it in the course.
  - Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
  - Ask students to reflect on the academic integrity policy in the discussion board.
  - Include a lesson on avoiding plagiarism.
- Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
- Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.
- Include an ethical decision-making case study within the course.

**Alternative Assessments**

The use of a multi-faceted assessment strategy is a research-based best practice for promoting both academic integrity and student authentication. Frequent assessments including interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams serve to familiarize instructors with students’ comprehension and writing styles thus enabling them to better authenticate the work of their online students. Options for alternative assessments include:

- Asking follow-up questions to assignments such as, “expand upon this statement you made,” “tell me why you chose this phrase, description or reference,” and “expand upon the ideas behind this reference”
Selecting one or two difficult concepts from a submitted assignment and ask students to restate/rewrite the information

Requiring students to share key learning by doing a self-reflection on an assignment in the discussion board

**Accessibility**

Section 508 of Rehabilitation Act Amendments of 1998 states in part, “Electronic information and data must be equally accessible to individuals with and without disabilities.” In building online course materials it is important to bear in mind that as a public college receiving federal funding, Bevill State is required to meet Section 508 standards for Web-based information. Conforming to these standards requires that materials that could potentially pose problems for students with disabilities need to be altered to accommodate full access. DE instructors are responsible for ensuring that their courses are in compliance with this federal law.

Examples of materials that need to be altered in order to be accessible include:

- Videos that have audio need captioning and/or text transcripts
- Audio files need text transcripts
- Images must have alternate text or descriptions set for them to convey meaning
- Color alone cannot be used to communicate information
- HTML tables should use the `<th>` tags to designate column and row headers
- Content that flickers or flashes should not be used
- Required applets, plug-ins, etc. should include links
- Unless specifically necessary to the course instruction, content should be posted in universal formats so it can be viewed in any browser and doesn’t require opening a specific desktop application
- Electronic forms and worksheets should include detailed text directions
- Students should be given advance notice of timed tests so they can contact disability services if needed

**Providing Extended Time for Online Quizzes and Exams**

Instructors may receive notification from Student Services that a student requires extended time on in-class and Web-based tests. The *Moderate This Quiz* option in Canvas allows an instructor to provide extended time for an individual or group so only one test needs to be created.
Copyright

Copyright is of special concern in education because faculty members continually deal with the creation and communication of ideas and information embodied in copyrighted works. As both creators and users of copyrighted materials, it is vital that faculty, students, and staff understand copyright law and the rights and responsibilities afforded them under it. This is especially true as we expand our use of technologies and digital resources, which challenge the long-standing educational exemptions and interpretations.

Copyright compliance in a course is ultimately the responsibility of the instructor delivering that course. The following information is intended to aide with compliance but copyright questions are best addressed by library staff.

The Fair Use Doctrine

Copyright law permits some “fair use” of copyrighted materials without written permission of the owner. To fall under "fair use," a majority of the four factors of fair use should be met. If the analysis indicates that the use meets only one or two of the factors, then it is up to the user to get written permission of the owner.

Guidelines for Determining Fair Use:

- The purpose and character of the use, including whether it is for commercial use or for nonprofit educational purposes - In evaluating the purpose and character of the use, courts favor non-profit educational uses over commercial ones. However, there are instances in which commercial uses would qualify as fair use and other instances where educational uses would not meet the criteria.

- The nature of the copyrighted work - This factor focuses on the work itself. The legislative history states that there is a definite difference between reproducing a short news note and reproducing a full musical score because of the nature of the work. Moreover, some works, such as standardized tests and workbooks, will never qualify for fair use because by their nature they are meant to be consumed. Uses of factual works such as scientific articles are more likely to fall within fair use.

- The amount and substantiality of the portion used in relation to the copyright-protected work as a whole - This factor considers how much of the copyrighted work was used in comparison to the original work as a whole. Generally, the larger the amount used, the less likely a court will find the use to be a fair use. Amount and substantiality is also a qualitative test; that is, even though one takes only a small portion of a work, it still may be too much if what is taken is the "heart of the work."

- The effect of the use on the potential market for or value of the copyright-protected work - Courts use this factor to determine whether the use of a work is likely to result in an economic loss that the copyright holder is otherwise entitled to receive. It looks at whether the nature of the use competes with or diminishes the potential market for the use that the owner is
already exploiting or can reasonably be expected soon to exploit. Even if the immediate loss is not substantial, courts have found that, should the loss become great if the practice were to become widespread, then this factor favors the copyright holder.

While these four factors are helpful guides, they do not clearly identify uses that are or are not fair use. Fair use is not a straightforward concept; therefore, any fair use analysis must be conducted on a case-by-case basis considering all four factors and the circumstances of the situation at hand.

Examples of fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author’s observations
- Spontaneous and unexpected reproduction of material for classroom use—for example, where an article in the morning’s paper is directly relevant to that day’s class topic
- A parody that includes short portions of a work
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work

Copyright Compliance Checklist

Material may be posted to a password protected learning management system (LMS) such as Canvas WITHOUT PERMISSION only if the following conditions are met:

- The instructor owns the copyright. NOTE: Authors of academic papers are often required to transfer copyright to publishers, and therefore retain no rights in the work. In this case, permission to post a digital copy must be obtained from the publisher
- The College has a license in place that permits posting to an LMS (examples include library databases and NBC Learn)
- A publisher has provided digital supplements (ePacks, course packs, course cartridges) with a textbook and the license explicitly permits posting to an LMS, or WRITTEN permission has been obtained from the publisher
- The material has been obtained under a Creative Commons license or from Open Access sources
- Creative Commons: http://creativecommons.org/
- Open Access Journals: http://www.doaj.org/
- The material is in the public domain. Material enters the Public Domain 50 years from the death of the author(s) (or translator)
- Federal documents and publications are NOT eligible to be copyrighted so they may be used without written permission

Additional Copyright Guidelines

- Access to audio/video recordings that are on the public Internet, such as those found on YouTube, should be provided using a link rather than by uploading a file directly to the LMS
• Access to online resources is provided via links rather than uploading the items directly into the LMS
• Published material that is not covered by a suitable license, not in the public domain, and not available through a Creative Commons or Open Source provider, should not be uploaded to the course
• Copies of published worksheets or other materials intended as “consumables” by students (i.e. study guides, workbooks, etc.), or any copyrighted book or video in its entirety, should not be included in the LMS without obtaining appropriate written permission
• After ensuring that copyrighted material can be legally used in a course, the instructor should include a citation of the original source and a copyright notice
eLearning Platforms

Instructional Delivery Platforms

All Bevill State instructors have access to a variety of technologies to aid in the delivery of online instruction. The following policies and procedures pertain to the use and administration of these systems.

The Bevill State Community College Computer Usage Policy subsumes these policies. Furthermore, pursuant to the Electronic and Communications Privacy Act of 1989, Title 18, United States Code, Sections 2510 and following, notice is hereby given that there are no facilities provided by the College that guarantee the confidentiality of files. The computing system administrator, and his or her designates, may have the ability to view all messages and files of any user. However, it is not the routine policy of the administrator to view others' files, and the intention is to keep files private, even though such privacy cannot be guaranteed.

The Information Technologies (IT) and Distance Education (DE) departments administer and support the technology platforms that are used to deliver online course materials.

Learning Management System

The Canvas is the learning management system used for the delivery of instruction from Bevill State Community College. Canvas is a Web-based platform that provides faculty and students with features including:

- Course content for posting articles, assignments, and resources
- Calendar for posting due dates for assignments and tests
- Folders for organizing content
- Assessments for administering quizzes and exams online
- Assignments for posting assignment areas for student submissions and online grading
- Grade Center for posting grades on Canvas for students to view

Login Credentials

The Canvas system’s user names and passwords are drawn directly from the College’s student information system (SIS), Alliant. The standard format for login credentials:

Username - your Canvas ID# (example: JSm19901)
Initial Password - your 8 digit student # with leading zeros (example: 01234567)

All passwords are confidential information and should not be shared for any reason.
Upgrades

Technology upgrades that require significant downtime are conducted between academic terms with a minimum of one week’s notice. Canvas is updated constantly every 3 weeks.

Technical Requirements

To access the Canvas system, users need a computer that meets at least the minimum technical requirements as defined on the Distance Education Webpage, Technical Requirements for Distance Learning at Bevill State.

Course Creation and Enrollment Management

Courses are automatically created based on information from Alliant. Course creation and instructor enrollment for each semester is coordinated by the Distance Education and IT department.

- **Course Creation**: Courses are automatically created based on information from Alliant. Course creation and instructor enrollment for the new semester occurs one week prior to registration opening for that semester.
- **Student Enrollment**: Student enrollment data for Canvas courses is imported from Alliant one week prior to the beginning of the term. Enrollment information is then updated every four hours through the drop/add period at which time enrollment updates are run on a limited basis.
- **Purged Students**: Students purged from courses for non-payment or failure to meet attendance requirements are removed from their Canvas courses.
- **Dropped Students**: Students may drop a course until the end of the add-drop period for the semester. After a student drops a course, they are removed from their Canvas courses.
- **Withdrawn Students**: Students may withdraw from a course from the first day after the add-drop period through the last day to withdraw as identified by the College. Students who withdraw from a course are set to conclude their enrollment in their Canvas courses.

Course Management

- **Course Merge**: For convenience, multiple sections of a single course may be merged into one course shell in Canvas. The instructor of record for a course can submit the merge request to the IT Help Desk allowing 3 days for completion. Faculty may also be trained to do this for their own courses.
- **Course Availability**: All courses are automatically set to the "unpublished" status when they are created. All courses should be “published” to students 24 hours prior to the beginning of the session in which they are being delivered. Instructors have the ability to select the courses they wish to display on their course lists in Canvas so they can have easy access to courses even if the course is unavailable.

Tracking and Usage

All instructional delivery platforms used by the College have tracking capabilities and can generate usage reports to show logins and access. Information Technology and Distance Education staff may check usage
statistics for any course and user at the College. Data will only be shared with authorized personnel.

Faculty members have access to the activity data for any Canvas course and any user enrolled in a Canvas course for which the faculty member has instructor permissions. Faculty members may not check activity data for users enrolled in courses for which they have no instructor permissions.
Quality Assurance in Courses

The technologies available to Bevill State faculty are aimed at improving teaching and learning. In order to assure that these technologies are being appropriately integrated into the curriculum to achieve the desired outcomes, the College has developed a quality assurance program for Distance Education courses. All DE courses need to show evidence of sound and varied use of technology and are subjected to a formal evaluation.

Rubric for course review

In order to assure that all online courses meet specific quality standards, Bevill State Community College has adopted the OSCQR™ Course Design Review. All online courses must be reviewed based on this framework prior to being delivered initially. The initial review will be coordinated through the office of Distance Education. Once approved for initial release, the OSCQR certification of courses is good for three years unless there are major modifications such as textbook or platform changes.

Accessibility

The objective of the DE accessibility requirement is to assure that the College’s Web-based course materials are available to all who attempt to access them, in full compliance with the legal and ethical responsibility to do so, and consistent with the protocols of Universal Design.

Faculty members posting any instructional materials online should plan to assure accessibility. Accessibility is evaluated as part of the course review process.

Section 508 compliance

Section 508, an amendment to the Rehabilitation Act of 1973, requires that electronic information and technology resources are accessible to people with disabilities, including employees and members of the public. This means that Bevill State Community College faculty and staff are required to ensure that all materials students need to access for a course be made accessible. This is true with all course materials whether used in a face-to-face class or placed in an online learning environment. These materials include, but are not limited to, MS Word documents, PowerPoint Presentations, PDF documents, etc.

There are a number of areas that are covered in Section 508; however, the areas that may be of biggest concern to DE faculty are addressed in the Online Course Accessibility Checklist, found in Appendix F.

Cross-platform

To make the most of their online learning experience, students are provided with several technical requirements. A list of these requirements is provided on Distance Education’s Technical Requirements Webpage. In order to assure that students can access course material, faculty need to make sure that the resources they select can be accessed according to the technical requirements that are provided to the students.
Faculty Information

Policies & Procedures

Delivering a DE Course

The appropriateness and viability of Distance Education courses and programs must be carefully considered in the planning process. Distance Education should be aligned with the College’s strategic goals and mission. In order to accomplish this, Distance Education courses and programs must be vetted through an internal review process.

Approval

Faculty members must obtain approval before developing an online course. To get approval, the *Intent to Develop a NEW Distance Education Course* form should be completed and submitted to the Distance Education department (see Appendix A). Once approved for development, courses must meet specific quality standards as defined by the OSCQR\textsuperscript{TM} Course Design Review before being delivered.

Faculty members must also obtain approval before delivering an online course. A faculty member can only be approved to deliver a DE course that has already been reviewed and approved. To get approval, to deliver an approved course, the *Intent to Deliver a Distance Education Course* form should be completed and submitted to Distance Education (see Appendix B).

Distance Education Training

The purpose of the Distance Education Certification is to prepare faculty to effectively integrate instructional technologies into their teaching practices for both online and traditional courses. Given that research indicates today’s students are more responsive to courses that utilize integrated technologies, all instructors are encouraged to seek Distance Education (DE) Training. Completion of Distance Education certification is required for all faculty teaching a Distance Education course.

DE Training can be completed online via two self-paced courses or in two face-two-face workshops or individual training sessions with the Instructional Designer.

- DE Certification 1 - Technology utilization training addresses utilization of the College’s learning management and accessibility of course content. It is also strongly recommended that faculty members plan to attend training on third party applications that integrate with these systems.
- DE Certification 2 - Technology integration training addresses the instructional design necessary for developing a good online course and the pedagogy for effective delivery and engagement online.
Administrative Policies

Much of the information in the Distance Education Policies and Procedures manual is intended to help guide faculty in the development and maintenance of new and existing Distance Education courses and to provide an overview of the procedures for managing Distance Education at Bevill State. This information does not supersede official College policy and procedure statements.

Faculty Evaluations

Faculty and program evaluations are conducted in accordance with the Bevill State Community College Personnel Handbook. Evaluation, both summative and formative, is an integral part of the instructional process at Bevill State, affecting both personnel and students. Both full- and part-time faculty are evaluated on a regular basis by students and supervisors. Students’ evaluations of their courses and instructors are conducted through an online survey system.

Faculty Load

Distance Education courses utilize teaching methods and technology aimed at delivering instruction to students who are not physically present in a traditional educational setting such as a classroom. Faculty may teach Distance Education as part of their regular load or as overloads. The Distance Education portion of a full-time instructor’s normal teaching load of 15-16 credit hours should be determined by the Division Dean, in consultation with the Dean for Instruction and Student Success. This policy shall apply during Fall and Spring semesters. The policy shall also apply during Summer semesters except where it conflicts with any rotation or seniority policies that may be in effect. Regardless of the number of Distance Education courses a faculty member teaches, it does not alter the requirement that a minimum of 35 hours a week must be spent at the College’s campus or online office hours (indicated below) as part of the duties and responsibilities of the faculty member. Details regarding the development of distance education are outlined in the Distance Education Guidelines (see Appendix C).

Office Hours

Faculty are required to work a total of 35 hours a week. Faculty at Bevill State Community College are allowed two online office hours per online class and one per hybrid class off campus that are included in their typical work week schedule, not to exceed 5 hours per week.

Copyright Compliance

It is the policy of Bevill State Community College to abide by all applicable laws governing computer software use, privacy, copyright, and recognition of intellectual property.

All materials associated with a course are the responsibility of the designated course instructor. Faculty can get more information on copyright law for Distance Education from the government site, Copyright and Digital Distance Education.
Intellectual Property

The College shall own copyrighted or trademarked materials or patented inventions developed totally or partially on college time with the use of college materials or facilities or with college funding (State Board Policy 321.01). Under certain circumstances and pursuant to this policy, royalties received by the College may be disbursed to the author according to Bevill State Community College Policy Concerning Supplemental Compensation of Instructors for Contributions to Copyrighted, Trademarked or Patented Works. A portion of the college’s proceeds shall be allocated to Distance Education.

DE Course Management

As distance education has flourished, faculty have begun to realize that one of the most daunting parts of teaching online is managing the course. The challenge is particularly serious because without efficient and effective management, keeping students motivated and actively engaged in learning is virtually impossible.

Development

Development of new Distance Education courses and the revision of existing courses is the responsibility of the faculty member(s) assigned to the courses. To ensure coordination and planning, the office of Distance Education and appropriate Division Dean must be notified at least one semester in advance of the initial offering of the developed/revised course. Notification shall consist of Intent to Develop form sent to the Division Dean and the office of Distance Education from the faculty member. A copy of the memorandum will be retained in the Distance Education office to document development/revision projects. Prior to the initial offering of the course, the faculty member(s) must present the course materials, syllabus, and testing plans to be reviewed and approved by Distance Education Chair, Instructional Designer and the appropriate Dean. There must be a Canvas master course created for review and may require revisions of the proposed course to receive final approval for offering. The Distance Education Development/Production Completion Form will be signed by the the office of Distance Education.

Effective Engagement and Communication

Designing for interaction and communication is a vital factor when developing a DE course. It is important to consider the methods and frequency of communication as well as the message and tone. Good communication is a key factor in student retention and success because students who feel engaged in a course are more likely to complete the course and report a positive distance education experience.
Interaction may occur via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.

**Technology**

The Interactivity Matrix in Appendix G was developed to assist faculty with identifying technologies and methodologies to meet their course interaction and communication goals. It identifies various options available to instructors based on the nature of an interaction (instructor to student, student to instructor, student to student) as well as the type of interaction (i.e. asynchronous versus synchronous).

**Techniques**

Faculty are responsible for instructing students and managing their online courses with appropriate and innovative teaching techniques to engage students in active learning in order to achieve desired learning outcomes.

*Moderating Discussions*

Asynchronous discussion forums are a mechanism for communication, collaboration and interaction in an online environment. They allow learners to have learning experiences beyond the course content by providing the learner with interactions that are vital for building ‘virtual-relationships’ among the learners.

By moderating course discussion forums, a DE instructor can help ensure that a respectful social community is established and maintained for a DE course. For example, instructors can moderate a synchronous chat session by specifying a specific date and time that the session will be held. The instructors can moderate and facilitate the session, guide and direct the discussion, offer feedback, pose questions, etc. An instructor can make this part of the overall participation grade a student receives for the course.

The following list includes tips and techniques for moderating discussion forums within an online course environment so that it yields greater student participation and highly engaging interactions.

- Clarify the objectives and the time frames for contributing and responding to messages in the forum
- Create engaging activities that encourage and motivate students to use the discussion forum
- Insist on the use of proper grammar and spelling when students participate in the discussion forum
- Divide large classes into smaller discussion groups
- Establish guidelines for communication that include respect and constructive feedback while making it clear that sarcasm and negativity will not be tolerated
Indicate what your response time will be and stick with it so that students don’t feel like you are not involved.

Because moderating discussions can be quite an onerous task, teach students moderating skills as and rotate the moderator schedule.

Instead of replying to each discussion posting, reply to a prominent posting from each student.

Students whose postings do not receive much response from other users may feel discouraged. Thus, the instructor needs to identify these and provide tips to increase discussion among a thread such as asking users to reply to other users’ responses to the original thread, to post specific content, to use quotes from previous postings in a response, and to use examples and references in postings.

**Engaging Students with Interactivity and Variety**

Incorporate variety into online instruction to keep interest and motivation high. Use relevant visuals or sounds to illustrate points, and if possible, bring in external references that reinforce key concepts such as a website, podcast or YouTube presentation of an expert in a specific area. Other ideas to promote interaction are to have students do some research and find some reference information which illustrates a course concept then share that information in the course discussion area.

Provide information on an opposing viewpoint or perspective which might represent another way to think about a subject, pose questions which will students are required to look at issues from a multitude of perspectives, or provide feedback on student or group projects. These are just a few examples of ways instructors can engage students.

**Establish a Social Community with Student-Centered Activities**

In addition to designing interaction for students, a DE instructor must create and foster an environment, atmosphere, or context in which those interactions can take place. This type of atmosphere is one which encourages social interaction among students and provides a respectful online environment for students to feel comfortable interacting with one another and where they can feel part of a community.

For example, having students post a personal introduction to the course’s discussion board can help students learn about each other and promote a sense of community. Community is also fostered when students collaborate on group projects, participate in social networking, interview one another, or interact in a cyber cafe. The instructor can incorporate this into the class by posting topics for discussions and so on and giving participation points to students who post and respond to relevant course topics.
Meaningful Feedback

Providing feedback in an online environment can be challenging and time consuming but is absolutely necessary because while students in face-to-face classes have many opportunities for informal feedback, this is not the case within an online environment.

Recommended Feedback Guidelines

For feedback to be effective, it should be provided to students in a timely manner. Feedback at the beginning of the course is usually focused on simple items such as expectations and getting to know the online environment. More specific and meaningful feedback can be provided as students undertake the formative and summative assessment tasks during the course. Below is a list of tips for improving online feedback.

- Be descriptive with your feedback
- Be specific rather than general with your feedback and focus on the positives
- If negative feedback is required, don't provide it in an online environment that other students access (for example, send a course message to an individual student rather than use a discussion post)
- When giving constructive feedback that is negative, provide alternative strategies where possible
- Provide feedback as soon as possible so that the student the assignment is still fresh in the student’s head and the feedback can be applied to the next assignment
- Be mindful of the impact of your feedback on the student
- Where possible, link the feedback to the course learning outcomes or objectives
- By providing regular informal feedback, your students should not be surprised by the results of formal assessment feedback
- Formative feedback is often more effective than summative feedback

Final Examinations

Specific times for final examinations in traditional courses are published in the schedule of classes. The College Personnel Handbook indicates that each faculty member must adhere to the published examination schedule and is not permitted to change the published class examination schedule without prior written approval from the Dean of Instruction. Because hybrid courses do have a face-to-face element, faculty teaching hybrid sections should adhere to the same final examination schedule provided for traditional courses. Because online courses do not have a face-to-face element, faculty teaching online sections do not have a specific time for their final exams but should give the exam during the final examination period published in the schedule of classes.
Academic Integrity and Assessment Verification

Faculty are responsible for defining the standards to measure student success in their courses in accordance with College and department policies. Delivery of these assessments, however, must be aligned with the College’s policies for being HEOA compliant. The Higher Education Opportunities Act (HEOA), passed into law in 2008, included a requirement that schools take adequate measures to ensure that the student enrolled in an online class is the student doing the coursework.

Instructors of online courses from Bevill State may require that students complete proctored exams. Approved proctoring methods include:

- technology-enabled remote proctoring
- instructor approved third party proctor
- Bevill State academic testing center

Testing Services

Students who would like to come to campus to take an online test can make arrangements with the Academic Testing Centers. The Academic Testing Center operating hours are 8:00am to 6:00 pm Monday-Thursday. Campus Academic Testing Centers’ locations and contact information is listed below.

<table>
<thead>
<tr>
<th>SITE</th>
<th>TESTING ROOM LOCATION</th>
<th>TESTING CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayette</td>
<td>Room 157</td>
<td>Fayette Testing, ext. 5147 <a href="mailto:fayette.testing@bscc.edu">fayette.testing@bscc.edu</a></td>
</tr>
<tr>
<td>Hamilton</td>
<td>B209</td>
<td>Hamilton Testing ext. 5315 <a href="mailto:hamilton.testing@bscc.edu">hamilton.testing@bscc.edu</a></td>
</tr>
<tr>
<td>Jasper</td>
<td>RM# 115 Wade Hall</td>
<td>Jerry Dollar, ext. 5775 – <a href="mailto:jerry.dollar@bscc.edu">jerry.dollar@bscc.edu</a></td>
</tr>
<tr>
<td>Sumiton</td>
<td>Bldg 100 Room 103</td>
<td>Sumiton Testing, ext. 5272 – <a href="mailto:sumiton.testing@bscc.edu">sumiton.testing@bscc.edu</a></td>
</tr>
<tr>
<td>Pickens CO Educ Center</td>
<td>Check-in at Front Office</td>
<td>Steven Koon, ext. 5632 – <a href="mailto:steven.koon@bscc.edu">steven.koon@bscc.edu</a></td>
</tr>
</tbody>
</table>

Plagiarism-Detection Services

VeriCite is a plagiarism prevention service built into Canvas. This service helps faculty prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it also has features designed to aid in educating students about plagiarism and the importance of proper citation of any borrowed content.
DE Topics in the Student Handbook

Grievance Process

Students who are enrolled in any course at Bevill State Community College who might have a complaint about the course or an experience with Bevill State, can follow the College’s standard grievance procedure:

Bevill State Community College desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students residing outside of the State of Alabama while attending BS CC who desire to resolve a grievance should follow the College's Student Grievance Procedure as outlined in the “Bevill State Community College Catalog and Student Handbook”.

Student FAQ’s

**How do students register for Distance Education classes?**

Students register for Distance Education classes in the same way that they register for any other class. That is, students apply to the College, take any required placement tests, meet with an advisor as necessary, and register for classes using MyBSCC. For more information about the admission and registration process, visit the College’s Web page.

**Can students take both Distance Education classes and traditional face-to-face classes?**

Students can take any "mixture" of hybrid, online, and traditional courses.

**Are Distance Education classes more difficult than traditional classes?**

Distance Education classes are the same as classes conducted in a traditional classroom in terms of objectives, readings, and assessments. The primary difference between distance and traditional courses is the way the instruction in the class is delivered. Distance Education classes offer, of course, greater flexibility for those students who work, have families, and take other classes.

**Can Distance Education students use Bevill State campus resources?**

All resources available to Bevill State Community College students are available to Distance Education students.
Are Distance Education students eligible for financial aid?

Yes. Financial aid grants, loans, scholarships, and Veterans benefits may be used for Distance Education classes. Students should contact Student Services for more information.

Can students transfer Distance Education classes to another institution?

Yes. Bevill State's Distance Education courses are fully accredited, just as are its traditional courses, and so they can be transferred to another institution. For more information about transferring from Bevill State to another Alabama institution, visit the STARS (Statewide Transfer Articulation and Reporting System) page: [http://www.bssc.edu/students/current-students/stars-program](http://www.bssc.edu/students/current-students/stars-program). It is, of course, the student's responsibility to check with the institution to which he/she wants to transfer for full details.

What courses does Bevill State offer in Distance Education format?

The [Bevill State Website](http://www.bssc.edu) may be checked for a detailed list of DE courses.

What if a student needs assistance with a DE course?

Students having academic trouble with a course should contact their instructor as defined in the instructor’s communication policy. Students having trouble navigating a course should first review the orientation provided by the instructor in Start Here. Students experiencing technical difficulties should contact Canvas support at 1-844-920-2528 available 24/7.
Appendices

Appendix A – Intent to Develop a NEW Distance Education Course

Developers: Click here to enter text.
Email: Click here to enter text. Phone: Click here to enter text.
Division: Choose an item. Department: Click here to enter text.

Intent to deliver: ☐ Web ☐ Course Hybrid Course

Course to be developed for the Click here to enter text. semester

Course Prefix / Number: Click here to enter text.
Section Number: Click here to enter text.

Course Name: Click here to enter text.
Will this course be a Master Shell? ☐ yes ☐ no

Internal Use Only - Distance Education Certification verified by: ____________________________

In addition to Canvas features, the Instructor intends to include resources such as the following:

- Third Party and Publisher Content and/or Assessments ☐ yes ☐ no
- Video Capture Software ☐ yes ☐ no
- Interactive Institutional Content ☐ yes ☐ no
- Proctor online assessments ☐ yes ☐ no
- Bevill State DE policies ☐ yes ☐ no
- Other (please specify) ☐ yes ☐ no
  
Instructor Signature: ____________________________________________
Date: ____________________________
Approved by Division Dean: ____________________________________________
Date: ____________________________
Approved by Distance Education Division Chair: ____________________________
Date: ____________________________

Please note this form is required to be completed with all required signatures prior to the preceding Fall/Spring semester.

Example - Course to be offered during the Fall 2017 semester, must be approved by the end of the Spring 2017 semester.
Course to be offered during the Spring 2018 semester, must be approved by the end of the Fall 2017 semester.

This form serves to notify the necessary departments of the development of a new Distance Education course. This form should be completed when substantial changes are made within a course or publisher content.
Appendix B – Intent to Deliver a Distance Education Course

Instructor Name: Click here to enter text.
Position: ☐ Full-time ☐ Adjunct
Email: Click here to enter text. Phone: Click here to enter text.
Division: Choose an item. Department: Click here to enter text.
Instructor State of Residency: Click here to enter text.

Intent to deliver: ☐ Web ☐ Hybrid Course

Course to be delivered for the Click here to enter text. semester
Course Prefix / Number: Click here to enter text. Section Number: Click here to enter text.
Parent Course Name: Click here to enter text.

Distance Education Certification completed ☐ yes ☐ no

Internal Use Only - Distance Education Certification verified by: ________________________________

Instructor Signature: ________________________________________________________________ Date: __________________
Approved by Division Dean Signature: ________________________________________________ Date: __________________
Approved by Distance Education Division Chair Signature: _____________________________ Date: __________________

Please note this form is required to be completed with all noted signatures no later than 3 weeks before the start of an academic semester.

This completed form serves to notify the necessary departments of an approved Distance Education Instructor.
Appendix C - General Distance Education Guidelines

This document is for the purpose of providing “guidelines.” The Dean of Instruction and Distance Education Chair may grant exceptions to any or all of these guidelines.

1. Distance Education courses offered at Bevill State Community College may be produced in a variety of ways.

2. The Dean of Instruction, in consultation with the office of Distance Education and the appropriate Division Dean, has final authority in deciding the courses to be included in the Distance Education Program.

3. Scheduling and assignment of courses is managed at the department level. When scheduling and assigning Distance Education courses, the following policies must be adhered to.
   a. All instructors teaching Web or Hybrid sections, including weekend or mini-sessions, must be DE approved.
   b. All DE courses must be delivered using an approved course shell.
   c. According to state board policy, instructional content developed by Bevill State instructors for teaching courses at Bevill State belongs to the institution.

4. Distance Education courses will be subject to the institutional summer rotation and selection policy but must comply with the scheduling and assignment policies for Distance Education identified above.

5. The College shall own copyrighted or trademarked materials or patented inventions developed totally or partially on college time with the use of college materials or facilities or with college funding (State Board Policy 321.01).

6. Students taking Distance Education courses will be surveyed periodically to assess their perceptions of the quality of the program.

7. Faculty that teach in Distance Education and support personnel involved in Distance Education will be surveyed periodically to assess their perceptions of Distance Education.
8. Faculty designing courses to be included in Distance Education may do so as part of their regular job responsibilities, on their personal time, or a combination of these. Interested parties should review applicable documents in the Personnel Handbook.

9. Distance Education courses must maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the College.
## OSCQR Course Design Review

### Appendix D – OSCQR Course Design Review

**QLC Quality Scorecard Suite**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Call #:</th>
<th>Instructor:</th>
<th>Semester:</th>
<th><strong>1. COURSE OVERVIEW AND INFORMATION</strong></th>
<th><strong>Estimated time needed for revision:</strong></th>
<th><strong>Action Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sufficiently Present</td>
<td>Minor Revision</td>
<td>Moderate Revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>½ Hour or less</td>
<td>½-2 Hours</td>
<td>2+ Hours</td>
</tr>
<tr>
<td>1</td>
<td>Course includes Welcome and Getting Started content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>An orientation or overview is provided for the course overall, as well as in each module. Students know how to navigate and what tasks are due.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A printable syllabus is available to learners (PDF, HTML).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Course provides access to student success resources (technical help, orientation, tutoring).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Course information states whether the course is fully online, blended, or web-enhanced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Course provides contact information for instructor, department, and program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2. COURSE TECHNOLOGY & TOOLS

**Estimated time needed for revision:**

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Sufficiently present</th>
<th>Minor Revision</th>
<th>Moderate Revision</th>
<th>Major Revision</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Course includes links to privacy policies for technology tools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Any technology tools meet accessibility standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3. DESIGN AND LAYOUT

**Estimated time needed for revision:**

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Sufficiently present</th>
<th>Minor Revision</th>
<th>Moderate Revision</th>
<th>Major Revision</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Large blocks of information are divided into manageable sections with ample white space around and between the blocks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>There is enough contrast between text and background for the content to be easily viewed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Instructions are provided and well written.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Course is free of grammatical and spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Flashing and blinking text are avoided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>A sans-serif font with a standard size of at least 12 pt is used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>When possible, information is displayed in a linear format instead of as a table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Tables are accompanied by a title and summary description.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table header rows and columns are assigned.

Slideshows use a predefined slide layout and include unique slide titles.

For all slideshows, there are simple, non-automatic transitions between slides.

### 4. CONTENT AND ACTIVITIES

<table>
<thead>
<tr>
<th>Estimated time needed for revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficiently Present</td>
</tr>
<tr>
<td>½ Hour or less</td>
</tr>
</tbody>
</table>

29 Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.

30 Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.

31 Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.

32 Where available, Open Educational Resources, free, or low cost materials are used.

33 Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.

34 Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.

35 A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).

36 Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.

37 Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").
### 5. INTERACTION

#### Estimated time needed for revision:

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Sufficiently Present</th>
<th>Minor Revision</th>
<th>Moderate Revision</th>
<th>Major Revision</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>½ Hour or less</td>
<td>½-2 Hours</td>
<td>2+ Hours</td>
<td></td>
</tr>
</tbody>
</table>

|   | 38 Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). |   |   |   |   |
|   | 39 Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). |   |   |   |   |
|   | 40 Students have an opportunity to get to know the instructor. |   |   |   |   |
|   | 41 Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). |   |   |   |   |
|   | 42 Course offers opportunities for student to student interaction and constructive collaboration. |   |   |   |   |
|   | 43 Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. |   |   |   |   |

### 6. ASSESSMENT AND FEEDBACK

#### Estimated time needed for revision:

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Sufficiently Present</th>
<th>Minor Revision</th>
<th>Moderate Revision</th>
<th>Major Revision</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>½ Hour or less</td>
<td>½-2 Hours</td>
<td>2+ Hours</td>
<td></td>
</tr>
</tbody>
</table>

<p>|   | 44 Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. |   |   |   |   |
|   | 45 Course includes frequent and appropriate methods to assess students’ mastery of content. |   |   |   |   |
|   | 46 Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). |   |   |   |   |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).</td>
</tr>
<tr>
<td>48</td>
<td>Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.</td>
</tr>
<tr>
<td>49</td>
<td>Students have easy access to a well-designed and up-to-date gradebook.</td>
</tr>
<tr>
<td>50</td>
<td>Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.</td>
</tr>
</tbody>
</table>

Overall Narrative

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Appendix E - Exam Proctor Form

Identification Information (To be completed and modified as necessary by instructor)

Course Name: 
Course Number: 
Instructor Name: 
Instructor Email: 

The midterm and final exams for this course must be taken under the supervision of a qualified, independent third-party witness or the instructor. This is done to insure academic integrity and for accreditation purposes. After completion of each exam, the proctor should send this completed form to the instructor, using the contact information provided.

Student Name: 
Student Number: 
Date of Exam: 
Time of Exam: 

Instructions (To be completed by instructor)

The following items may be used during the exam:

1. 
2. 

Access to the following is NOT allowed:

1. 
2. 

The following time limits have been set by the instructor and are managed through the learning management system used to deliver the exam:

1. 
2. 
**Proctor Information** (To be completed by third-party proctor only)

Name:

Job Title:

Relationship to student:

I attest that the above named student completed this exam in accordance with the specifications listed above. Furthermore, no assistance was provided the student by any other person during the exam.

Signed: ____________________________

Proctor Date: ________________________
## Appendix F - Online Course Accessibility Checklist

The following checklist is a basic level list to ensure online course content is accessible. More advanced levels of accessibility can be achieved through consultation with Disability Services.

### Syllabus:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your syllabus have a Disability Services statement?</td>
<td></td>
</tr>
<tr>
<td>Does your syllabus list contact for technical assistance and when to use it?</td>
<td></td>
</tr>
<tr>
<td>Does your syllabus outline how to communicate with you and have multiple options?</td>
<td></td>
</tr>
<tr>
<td>Do you list a turnaround time for online communication (i.e. 24-hour response on emails)?</td>
<td></td>
</tr>
<tr>
<td>Does your syllabus have a clear outline for course content and expectations?</td>
<td></td>
</tr>
<tr>
<td>Does your syllabus state standards of appropriate communication online?</td>
<td></td>
</tr>
<tr>
<td>Do you provide examples of online terminology for students?</td>
<td></td>
</tr>
<tr>
<td>Do you provide examples for different standards of “discussion posting” for courses?</td>
<td></td>
</tr>
</tbody>
</table>

### Text Documents:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can text be highlighted, copied, and pasted?</td>
<td></td>
</tr>
<tr>
<td>Are documents saved as Word (.doc), PDF (.pdf), or RTF (.rtf)?</td>
<td></td>
</tr>
<tr>
<td>If you do not have accessible documents have you contacted BSCC DE for assistance?</td>
<td></td>
</tr>
</tbody>
</table>

### PowerPoint presentation slides:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all your presentations created with the same template?</td>
<td></td>
</tr>
<tr>
<td>Were the presentations created using standard templates (you did not insert &quot;text&quot; boxes)?</td>
<td></td>
</tr>
<tr>
<td>Are you using high contrast for text and background?</td>
<td></td>
</tr>
<tr>
<td>Does the presentation include text descriptions for all graphics and pictures?</td>
<td></td>
</tr>
<tr>
<td>Does the presentation include text typed in the order it is read which can be verified in the &quot;Outline&quot; panel?</td>
<td></td>
</tr>
</tbody>
</table>

### Images:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the images posted or used include text descriptions of all necessary images available?</td>
<td></td>
</tr>
</tbody>
</table>

### Video and Audio:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all video (web, DVD and VHS) media captioned or have a transcript(s)?</td>
<td></td>
</tr>
<tr>
<td>Are all audio (podcasting, mp3, cd’s etc.) media caption or have a transcript(s)?</td>
<td></td>
</tr>
<tr>
<td>If you do not have accessible media have you contacted BSCC DE for assistance?</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix G - Interactivity Matrix for DE Courses

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Faculty-to-Student</th>
<th>Student-to-Faculty</th>
<th>Student-to-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Way (Asynchronous)</td>
<td>• Canvas</td>
<td>• Online Surveys</td>
<td>• Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>• Relay Videos</td>
<td>• Discussion Boards</td>
<td>• Relay Videos</td>
</tr>
<tr>
<td></td>
<td>• YouTube Content</td>
<td>• Email</td>
<td>• YouTube Content</td>
</tr>
<tr>
<td></td>
<td>• Narrated PowerPoints</td>
<td>• Email</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Announcements</td>
<td>• Relays Videos</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Online Surveys</td>
<td>• YouTube Content</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Email</td>
<td>• Email</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Activities</td>
<td>• Relays Videos</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Exercises</td>
<td>• YouTube Content</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Web Links</td>
<td>• Email</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Way (Synchronous)</td>
<td>• Moderated Live Chat in Canvas</td>
<td>• Instant Messaging</td>
<td>• Instant Messaging</td>
</tr>
<tr>
<td></td>
<td>• Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instant Messaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Way (Asynchronous)</td>
<td>• Email</td>
<td>• Voice Email</td>
<td>• Group Projects</td>
</tr>
<tr>
<td></td>
<td>• Respondus Secure Exams</td>
<td>• Voice Boards</td>
<td>• Voice Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Way (Synchronous)</td>
<td>☀ Video conference</td>
<td>☀ Teleconferences</td>
<td>☀ Canvas Live Voice Chat</td>
</tr>
<tr>
<td></td>
<td>☀ Canvas Live Voice Chat</td>
<td>☀ Canvas Virtual Classroom</td>
<td>☀ Teleconferences</td>
</tr>
<tr>
<td></td>
<td>☀ Canvas Virtual Classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>