

## Distance Learning Course Approval Process

### Effective AY 2021-2022

1. Any faculty member developing a new blended (hybrid) or 100% online course must submit the following electronic documents through Curriculog\*:
  - A Course Syllabus utilizing the Distance Learning Committee Syllabus Template
  - One Course Module Outline utilizing the Distance Learning Committee Outline Template (Appendix A)
  - Additionally, one functioning Online Module must be available on Blackboard for review\*\*
2. These materials are initially reviewed by the Departmental Distance Learning Committee member utilizing the Quality Matters Rubric (Appendix B).
3. The sponsoring Department reviews the materials and the recommendation from the Departmental Distance Learning Committee and votes to approve or disapprove the distance learning course.
4. Upon approval, the course is submitted to the next appropriate committee via Curriculog:
  - Graduate courses are forwarded to the Graduate Council
  - GEP courses are forwarded to the General Education Advisory Committee (GEAC)
  - All other courses are forwarded to the EPCC
5. Following approval by either Graduate Council (for graduate courses) or GEAC (for GEP courses), the chairperson of the committee will forward the course to the EPCC via Curriculog.
6. The chairperson of EPCC will hold a 5-day Email open hearing inviting public comment upon the proposal.
7. Following the 5-day open hearing, the proposal will be placed on the agenda of the next EPCC meeting. The proposer or knowledgeable representative must be present at the EPCC meeting to answer any questions.
8. Upon EPCC approval, the chairperson of EPCC will forward the course to the Distance Learning Committee via Curriculog.
9. The University-Wide Distance Learning Committee (DLC) will do a full review utilizing the Quality Matters Rubric. The proposer or knowledgeable representative may be present at the DLC meeting to demonstrate the functioning Online Module and answer any questions posed by the committee.
10. Upon DLC approval the chairperson of DLC will forward the course to UFS via Curriculog.
11. Upon UFS approval, the President of UFS will forward the course to the Provost who will ensure the registrar and other necessary parties receive notification.

\*Note: Courses developed in conjunction with Wiley Educational Services shall not require Distance Learning Committee approval but must still obtain approval through all other University governance procedures.

\*\*Note: In cases of new programs/degrees/majors where one or more faculty may need to be hired to teach a new blended/hybrid or 100% online course(s), the initiator of the new program/degree/major may request from the DL Committee an expedited review of a course(s). The expedited review may waive the requirement calling for a demonstration of a functioning online module. Such a request shall not be unduly denied.

# Appendix A

## Course / Module Plan Template

Course/ Module Plan for: <i>Course name</i>
Module Name:
Time frame for completion: <i>(i.e., one week, two weeks, etc.)</i>

Course/Module Objectives	Learner Outcomes	Learning Resources	Teaching/Learning Strategies/ Technology Learning Objects	Methods of Student Assessment
<i>Unit objectives should be aligned with general course objectives.</i>	<i>Describes what the student will be able to do upon completion of the module (i.e., the student will be able to describe a process or the student will be able to analyze some concept, issue, problem, etc.)</i>	<i>What texts, articles, ancillary materials (other media, etc.) are needed to accomplish the objectives of the unit?</i>	<i>How will learning be facilitated: list podcasts, written assignments, quizzes, discussion boards/groups, face-to-face discussions (for hybrid classes), etc.</i>	<i>Quizzes, tests, written assignments, participation in discussions, etc.</i>

# Course / Module Plan Template (examples)

Course / Module Plan for: <b>IDST 2225 Civilization and Literature</b>
Module Name: <b>Renaissance Culture and Literature: The Northern Renaissance</b>
Time frame for completion: <b>Two weeks</b>

Course/Module Objectives	Learner Outcomes	Learning Resources	Teaching/Learning Strategies/ Technology Learning Objects	Methods of Student Assessment
<i>Unit objectives should be aligned with general course objectives.</i>	<i>Describes what the student will be able to do upon completion of the module (i.e., the student will be able to describe a process or the student will be able to analyze some concept, issue, problem, etc.)</i>	<i>What texts, articles, ancillary materials (other media, etc.) are needed to accomplish the objectives of the unit?</i>	<i>How will learning be facilitated: list podcasts, written assignments, quizzes, discussion boards/groups, face-to-face discussions (for hybrid classes), etc.</i>	<i>Quizzes, tests, written assignments, participation in discussions, etc.</i>
<ul style="list-style-type: none"> <li>Student will be able to describe major characteristics of the Northern Renaissance.</li> <li>Students will be able to distinguish between classical and Renaissance tragedy</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain how <u>Hamlet</u> is reflective of Renaissance emphasis upon the psychology of the individual.</li> <li>Students will be able to identify passages in <u>Hamlet</u> that are reflective of Renaissance</li> </ul>	<ul style="list-style-type: none"> <li><u>Norton Anthology of World Literature</u>. Readings from Erasmus, Shakespeare.</li> <li>Film: Olivier's <u>Hamlet</u></li> <li>Background notes, including characteristics of Shakespearean tragedy by A.J. Bradley.</li> </ul>	<ol style="list-style-type: none"> <li>Students will complete short answer questions dealing with the play. (self-assessment)</li> <li>Students will view film.</li> <li>Students will be divided into groups; each group will be assigned a question related to the film version of</li> </ol>	<ol style="list-style-type: none"> <li>Short essay on how <u>Hamlet</u> is reflective of Northern Renaissance values.</li> <li>Group responses will be graded.</li> <li>There will be a mid-term examination question dealing with <u>Hamlet</u> and</li> </ol>

	<p><i>ideals about humanism.</i></p> <ul style="list-style-type: none"> <li>• <i>Students will be able to explain how <u>Hamlet</u> differs as a tragedy from <u>Oedipus the King</u> (read earlier in the course).</i></li> <li>• <i>Students will be able to correlate specific scenes from <u>Hamlet</u> with Bradley's definition of Shakespearean tragedy.</i></li> </ul>		<p><i><u>Hamlet</u>. They will answer those questions individually and then post responses in their groups. A discussion will follow which will lead to a "best" group response which will be posted to the entire class.</i></p>	<p><i>the Northern Renaissance.</i></p>
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# Appendix B

## An Adaptation of the Quality Matters Rubric Standards

### Standard

#### Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components. (Required)
- 1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components. (Required)
- 1.3 Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly. (Strongly recommended)
- 1.4 Course and/or instructional policies with which the students are expected to comply are clearly stated, or a link to current policies is supplied. (Required)
- 1.5 Prerequisite knowledge in the discipline and/or required competencies are clearly stated. (Required)
- 1.6 Minimum technical skills expected of the student are clearly stated (Required and partially determined through a readiness survey)
- 1.7 The self-introduction by the instructor is appropriate and available online. (Required)
- 1.8 Students are asked to introduce themselves to the class. (Required)

#### Learning Objectives

- 2.1 The course learning objectives describe outcomes that can be meaningfully assessed. (Required)
- 2.2 The module/unit learning objectives describe outcomes that can be assessed and are consistent with the course-level objectives. (Required)
- 2.3 All learning objectives are stated clearly and written from the students’ perspective. (Required)
- 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. (Required)
- 2.5 The learning objectives are appropriately designed for the level of the course. (Required)

#### Assessment and Measurement

- 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. (Required)
- 3.2 The course grading policy is stated clearly. (Required)
- 3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation. (Required)
- 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. (Strongly Recommended)
- 3.5 “Self-check” or practice assignments are provided, with timely feedback to students so that students may measure their own learning. (Strongly suggested)

#### Resources and Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. (Required)
- 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. (Required)
- 4.3 All resources and materials used in the course are appropriately cited and linked according to SSU library protocol. (Required)
- 4.4 Instructional materials are current. (Strongly recommended)
- 4.5 The instructional materials have appropriate breadth, depth, currency and provide a variety of perspectives for the student to learn the subject. (Required)
- 4.6 The distinction between required and optional materials is clearly explained. (Required))

- Learner Engagement**
- 5.1 The learning activities promote the achievement of the stated learning objectives. (Required)
  - 5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction. (Required)
  - 5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.) (Required)
  - 5.4 The requirements for student interaction are clearly articulated. (Required)
- Course Technology**
- 6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course. (Required)
  - 6.2 The tools and media support student engagement and guide the student to become an active learner. (Required)
  - 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. (Required)
  - 6.4 Students have ready access to the technologies required in the course. (Required)
  - 6.5 All content pages and web links work properly and course technology is current and able to support the course's objectives and content. (Strongly recommended)
- Learner Support**
- 7.1 The course instructions articulate or link to clear description of the technical support offered. (Required)
  - 7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided. (Required)
  - 7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals. (Required)
  - 7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information. (Required)
  - 7.5 Help Desk, Blackboard, and other technical support information is clearly posted on the course homepage or clearly presented in the course syllabus.
- Accessibility**
- 8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in blended/hybrid and 100% online courses. (Required)  
In order to meet this standard, a course should:
    - Include a statement or a web link that tells students how to gain access to SSU's Office of Disability Services
    - Employ an ADA-compliant Learning Management System, such as Blackboard.
  - 8.2 Course design facilitates readability and minimized distractions (Strongly recommended)