**West Virginia State University**

Tom Kiddie November 16, 2017 ... CHANGES IN BLUE

**Title: Online and Distance Education Policy**

1. **General Information**
	1. Scope: Policy pertaining to the design, development, and teaching of online courses for use in credit or non-credit courses offered by the University.
	2. Purpose: The University recognizes the need to ensure quality and academic integrity in online education settings. The University further acknowledges that this endeavor is best accomplished through a combination of research-based standards for practice and comprehensive support for faculty and students engaging in online education activities.
	3. Effective Date: June 1, 2014. Revised April 2016. Revised December 2017.
2. **Definitions**
	1. *Distance Education* refers to courses in which students work outside of the traditional classroom with little or no face-to-face (F2F) contact with instructors and in which instruction is delivered through the use of a variety of technologies including, but not limited to, the Internet, one-way and two-way broadcast technologies, audio conferencing, DVDs, Blu-Ray, CD-ROMs, or some combination of methods.
	2. *Online Course* refers to any distance education course in which 100% of course content and interaction is conducted online.
	3. *Blended Course* refers to any course that combines traditional, F2F instruction with online or distance instruction.
	4. *LMS* refers to the online Learning Management System adopted by the institution in which all online or blended courses are housed and operated.
	5. *Web Designation* refers to tags attached to online or blended courses to describe the percentage of coursework conducted online and to describe the approximate amount of F2F sessions a student can expect to attend.
		1. *Web30* - Syllabus and course content can be posted online, assignments or exams can be submitted online, and up to 49% of class sessions are substituted with online activities. The breakdown of coursework and assignments between the F2F and online components is determined by the instructor and is outlined in the course syllabus.
		2. *Web50* – A course in which 50%-79% of coursework is conducted in the online environment. The breakdown of coursework and assignments between the F2F and online components is determined by the instructor and is outlined in the course syllabus.
		3. *Web80* – A course in which 80%-99% of the coursework is conducted in the online environment. The breakdown of coursework and assignments between the F2F and online components is determined by the instructor and is outlined in the course syllabus.
		4. *Web100* - The course is 100% online with no required F2F class sessions.
	6. *Content Ready* refers to an online course that is completely developed and ready to be taught prior to the start of the class. This includes having developed and/or added all content, assessments, and supporting materials to the course and having met all of the core standards of the *Course Development Rubric.*
	7. *Course Design* refers to the unique combination of learning objectives, content, media applications, evaluations, assessments and instructional strategies that are prepared in advanced of student enrollment in the course. Please note that this is not the same as a course number, as each course number could potentially have several different course designs depending on different instructors’ style and preferences.
	8. *Course Development Rubric* (CDR)refers to the instrument that the Center for Online Learning (COL) or the University’s instructional design vendor, as directed by the Online Learning Advisory Committee (OLAC), uses to determine whether a course is *Content Ready* and to evaluate the overall quality of a course. The University’s vendor is responsible for evaluating all 8-week fully online courses that the vendor develops together with a faculty member. The COL is responsible for evaluating all 16-week *Web50*, *Web80*, and *Web100* courses and any 8-week online courses built by WVSU. The full CDR is attached in Appendix A.
	9. *Course Redesign* refers to a course that has already been designed and approved through internal quality processes but is undergoing major revision (e.g., design modifications that modify 30% or more of the course design). This can happen because of changes in textbook excluding changes in edition, instructor’s prerogative to redesign, or datedness of materials.
3. **Administrative Issues Related to Fully Online Programs**
	1. Fully Online Programs: Creation and Administration
		1. New degree programs that are interested in being online must follow HEPC guidelines and procedures for program approval.
		2. The initial approval of any new course in an online program (i.e., any course that is not currently in the university catalog) is required to follow the same approval procedures as new courses in traditional settings.
		3. Once a course is included in the course catalog, Web80 or Web100 courses must also successfully complete the quality assurance procedures outlined in section six of this policy.
		4. Departments interested in offering a fully online program must include plans for managing advising and supporting retention.
		5. Academic calendars and schedules for online programs will follow established university calendars and schedules.
	2. Tuition and Fees for Online Programs
		1. Out-of-state and in-state students taking an online course will follow the same tuition rates they would pay for an in-seat course.
4. **Creating and Designing Online/Hybrid Courses (Web 50, Web80, Web100)**
	1. The design of a new Web50, Web80 or Web100 course (or an alternative design to an already existing Web50, Web80 or Web100 course) must be approved by the appropriate department chair and dean.
	2. Web50, Web80, and Web100 courses will be created and maintained in master course shells. The master course must be content ready before the start of the course and will be copied into the live term course shell seven days before the start of the course.
	3. For any Web50, Web80, or Web100 course not previously taught online that is not content ready on the first day of classes, the instructor will have a grace period of six weeks into the semester to finish the development of the course in the live term course shell. If the course does not pass the CDR core standards by the start of the seventh week of the course, then the instructor will not be permitted to teach that course online in the next semester and will be removed from the draft schedule for the upcoming semester for that course in the online modality. The department chair will then either convert that course to an in-seat class or will find another instructor to teach the course in the online modality. The master course must be content ready before the course may be put on the schedule again.
	4. Subsequent offerings of the same course design do not require additional content-readiness reviews; however, different designs—or major redesigns—of the same course will be required to go through content readiness review prior to being placed on the academic course schedule.
5. **Creating and Designing Hybrid (Web50) Courses: Additional Considerations**

Web 50 courses incorporate elements of good hybrid course design and good online course design. The following items define a **Good Hybrid Course Design:**

5.1 A hybrid/blended course should be designed as one cohesive whole, incorporating both face-to-face and online experiences in complementary ways.\*

5.2 The course design creates a strong faculty presence during online days/weeks.

5.3 The course designer makes a conscious decision about which learning objectives and activities are best performed in the face-to-face environment and which are best used in the online environment.

5.4 The course design meets seat-time equivalency requirements. Seat-time equivalency ensures that the time spent online is equivalent to the time spent in class. This does not include homework, i.e., work that an instructor would expect 100% in-seat students to do at home such as papers, reading assignments, and practice exercises. It includes learning activities such as watching videos, listening to recorded PowerPoint lectures or audio podcasts, participating in discussions, and taking quizzes or tests.

5.5 The course design contains challenging and engaging out-of-class learning activities that complement the face-to-face activities. Out-of-class activities may serve as reinforcement, practice, evidence, application, the introduction of new content, etc.

5.6 The course design clearly indicates (beyond the syllabus) when the class meets face-to-face and when online activities are required.

\*Taken from the Online Learning Consortium Quality Score Card for Blended Courses

1. **Quality Standards and Procedures for Web80 and Web100 Courses**
	1. **Course Infrastructure**: Courses must be organized into Modules and be adaptable to a 4-, 8-, or 16-week course offering. Labels and headings must be consistent throughout course. Courses must follow the course template as established by the COL.
	2. **Standard Web Formatting:** All course documents should be in a PDF or RTF format with screen reader compliance for accessibility.
	3. **Course Development Rubric:** All Web80 and Web100 courses must pass 100% of the core standards in the CDR (see Appendix A). In addition, the optional standards for Groups A, B, and C in the CDR will be used to identify areas in courses for quality improvements.
	4. **Required Course Content (each module must include):**
		1. **Module Introduction**: Modules should contain at least a paragraph introduction explaining the purpose and coverage of the lesson.
		2. **Measurable Learning Objectives**: Must be aligned with assignments and assessments and address multiple cognitive domain levels. Refer to Revised Bloom’s Taxonomy Guide.
		3. **Instructional Media**: At least one piece of media that is appropriate for the instructional content (e.g., TED Talk, Khan Academy, Vimeo, or YouTube) is used to enhance student learning. Media may be included as a learning resource or supplemental resource.
		4. **Required Reading**: Similar to including reading assignments from a textbook in a traditional classroom, reading assignments give students the opportunity to engage with the material at greater length, encounter multiple viewpoints, and engage with additional content.
		5. **Learning Resources**: PowerPoints, instructional videos, or lecture notes should be included allowing students multiple ways to access content directly related to objectives, activities, and assessments.
		6. **Scored Assessments**: At least one graded assessment is used to measure student mastery of module objectives.
		7. **Supplemental Resources**: At least two supplemental resources are used and published in a standard Web format using the discipline’s preferred citation style.
		8. **Online Dialogue**: A discussion forum for students is used to facilitate both peer-to-peer and instructor-student communication and aligned to module and course objectives and assessed using a rubric.
	5. **Long-term assessments**, including projects or papers that address content from more than one lesson, provides students with the opportunity to relate multiple topics to each other and instructors with an assessment method for course-level learning objectives. At least one long-term assignment should be included in the course.
	6. Enrollment caps for online courses will be the same as their traditional counterparts.
2. **Quality Standards and Procedures for Hybrid (Web50) Courses**
	1. The course design promotes both faculty and student engagement.\*
	2. The course design includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books & supplies, technical and proctoring requirements, university policies, and other related course information, making course requirements and course schedule transparent.\*
	3. Each lesson in the online portion of the course contains a description of the lesson as a lesson introduction.
	4. Each lesson in the online portion of the course contains measurable learning outcomes that map back to the course-level outcomes.
	5. The course design includes a variety of learning experiences such as discussions, papers, tests, group work, recorded lectures, online resources, textbook readings, audio, video, and graphics.
	6. The course is organized by week or by module for multi-week lessons and activities.
	7. The course contains assessments that measure the stated learning outcomes.
	8. The course design meets all of the core standards of the Course Development Rubric.
	9. The course design and content meet ADA compliance standards.

\*Taken from the Online Learning Consortium Quality Score Card for Blended Courses.

1. **Copyright Compliance in Online Courses**
	1. Until such time as a university policy on copyright is established, faculty teaching in online courses will be expected to adhere to Title 17, United States Code, Section 101
	2. Title 17, United States Code, Section 101 requires that users of intellectual property and published materials adhere to copyright law protecting the original rights of the creators of works used for educational purposes.
	3. All faculty teaching online and blended courses must adhere to fair use guidelines in compliance with federal copyright law.
	4. The University will exhibit due diligence in offering training opportunities to faculty on copyright compliance in online courses.
2. **Intellectual Property and Online Courses**
	1. The West Virginia State University BOG Policy #59 Intellectual Property Rights Management addresses the ownership, licensing, and income distribution rights of instructor-created course materials and is available at <http://www.wvstateu.edu/WVStateU/media/icons/Administration/Board%20of%20Governors/policies/BOG59.pdf>
	2. Faculty may enter into design agreements with the University in which intellectual property is shared between faculty member and the University.
3. **Teaching Online Courses**
	1. Online and blended courses must be delivered primarily through the University’s LMS and use the standard class template developed by the University’s online education provider. Requests for exceptions to this rule must be submitted in writing to the Online Learning Advisory Committee. Upon approval of the committee, the appropriate chair and dean must give final approval and notify the Center for Online Learning.
	2. Prior to the course, the instructor must complete all online technological and/or pedagogical training through the University’s online education provider. The online education provider must receive proof of completion prior to allowing access to the online course.
	3. Prior to the start of a course, the instructor should email a welcome to the students instructing them how to enter the course. The instructor should also set up a Meet the Class forum and post his or her own introduction as the first post. The instructor should then respond to every student in the Meet the Class forum with a welcoming and engaging response.
	4. Instructors must actively engage with students each week in the weekly discussion forum by posting a response to each student’s initial post and subsequent follow-up posts, as appropriate.
	5. Faculty teaching Web80 and Web100 courses are required to check online courses at least five days a week (Monday through Sunday) and are required to respond to email correspondence from students within a 24-hour period during the work week (i.e., Monday-Thursday, excluding holidays) and within 48 hours during the weekend (Friday-Sunday). Faculty must maintain an instructor profile and post announcements and updates in the classroom as necessary. Instructors should engage with student both publicly in class (forums) and privately via individual student feedback for submitted work. Multiple modes of contact should be stated in the syllabus, and preferred methods of communication should also be listed in the syllabus.
	6. Instructors should post student grades and feedback within 7 days from assignment due date. Where possible, the instructor should provide individualized feedback on assignments that encourages and provides constructive feedback, provides explanation of point deductions, and offers suggestions for improvement when appropriate. Following the course end, instructors should post final grades within 48 hours of the course end or as otherwise instructed by the Registrar’s office.
	7. Additionally, faculty teaching online courses will also utilize web 2.0 technologies (such as Skype or WebEx) to provide synchronous office hours of at least 1 hour per week. This can be done simultaneously during regular, physical office hours (e.g., having Skype active during regular office hour periods).
	8. Faculty will exhibit due diligence in monitoring student progress and make efforts to contact and engage students who are exhibiting difficulties in the course.
	9. Faculty evaluations for those teaching online courses will follow the schedule and procedures outlined by the University in the most current Faculty Handbook.
	10. Minimum technical requirements students must meet should be outlined in the syllabus.
	11. For courses that include online tests or quizzes, the instructor must leave those tests open for a minimum of seven days, usually from Monday morning until Sunday evening. This policy will thus accommodate all types of online students who may have weekday or weekend conflicts.
4. **Student Authentication, Proctoring, and Test Security**
	1. The University will exhibit due diligence in the authentication of students in online courses including password protected entry into the system and supporting the use of proctoring to ensure student identity in online testing situations.
	2. Faculty members are required to integrate test security measures for major course assessments in their online courses (e.g., proctoring) if they currently proctor such exams in the face-to-face version of their course. Proctoring methods should be decided by the instructor and outlined in the course syllabus.
	3. Students who are unable to come to campus to take proctored exams may be allowed to arrange for an unbiased, off-campus proctor or opt to utilize a university-approved online proctoring service.
	4. Students opting to utilize an off-campus proctor must have the proctor complete a *Proctor Approval Form* and send it to the instructor three weeks prior to the first proctored assessment. Any outside proctor must be approved by the professor and must agree to administer the test following the professor’s instructions.
	5. If off-campus or online proctoring is utilized, testing materials will be sent directly to the proctor by the instructor.
	6. Students enrolled in Web80 and Web100 online courses must be introduced to proctoring options in the online orientation.
	7. Faculty and students engaging in proctoring situations can get further information and access required forms in the Center for Online Learning’s *Proctoring Policy*.
5. **Faculty Training and Development for Online Courses**
	1. All faculty (including adjunct faculty) must complete online teacher training prior to teaching a Web80 or Web100 course. Additional training may be required of faculty if policy, procedures, and/or requirements change. Any faculty already scheduled to teach at the creation of this policy will have a one semester extension to complete this training.
	2. Faculty who continue to teach online are required to take per year a minimum of one training or professional development course addressing best practices in online teaching. Such courses will be offered periodically by the COL or one of the University’s approved vendors.
	3. The Center for Online Learning will provide technical support for online courses as well as training opportunities for faculty as it relates to online teaching and learning.
6. **International Students in Online Courses**
	1. West Virginia State University policies on online course limits for F-1 students living in the U.S. will adhere to federal regulations from the Department of Homeland Security: 8 C.F.R. § 214.2(f)(6)(i)(G)
	2. Per this regulation, only three online course credits per semester can be counted toward the full-time enrollment of an F-1 student.
	3. If, however, a student enrolls in more than the minimum requirements for full-time enrollment (e.g., 15 credit hours instead of 12) those additional credit hours may be online.
7. **Student Support and Expectations**
	1. The Center for Online Learning will provide technical support for online courses as well as training opportunities for students as it relates to online learning. All students who enroll in Web80 and Web100 courses are required to complete an online orientation before they take their first online class.
	2. The University must provide adequate online alternatives to key support functions including tutoring and library databases and materials.
	3. Students with grade appeals must follow rules outlined in the University Catalog.
	4. Rules guiding student behavior in online courses mirror those outlined in the University Catalog, and students should refer to this as a guide for their behavior.

Appendix A

Top of Form

COL Online Course Evaluation Rubric

\* Required

Paste URL here once you finish.



Your answer

Course (e.g. ENGL 101) \*



Your answer

Course Name (e.g. English Composition I)



Your answer

Semester/Year



Your answer

Percentage Course is Online



Your answer

Instructor Name \*



Your answer

Core Standards Percentage Met (Divide all "Present" responses by 27)



Your answer

Subset A Standards Percentage Met (Divide total score of all standards by 32)



Your answer

Subset B Standards Percentage Met (Divide total score of all standards by 24)



Your answer

Subset C Standards Percentage Met (Divide total score of all standards by 16)



Your answer

Core Standards

1. Each lesson includes measurable, student-centered learning objectives. \*

Does this lesson have clear goals? Are students able to see their progress through graded assignments, and do those assignments align with the goals?

N/A

Present

Absent

2. Students can view each lesson's learning objectives before the drop date. \*

The drop date is at the end of Week 10.

N/A

Present

Absent

3. The course syllabus contains the course's learning objectives. \*

N/A

Present

Absent

4. The use of technology is appropriate for the course’s learning objectives. \*

Does the course contain multimedia supplemental resources? Are the lessons presented in a way that takes advantage of the online format, or are they just materials that would appear in a face to face class in digital form (ie scanned PDFs, non-interactive materials)? Please use the comments field to explain any issues.

N/A

Present

Absent

5. Learning objectives indicate appropriate assessment methods through the use of an educational taxonomy (e.g., Bloom’s revised taxonomy). \*

Look for words like these in the objectives: Remember, Recognizing, Recalling, Understand, Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining, Apply, Executing, Implementing, Analyze, Differentiating, Organizing, Attributing, Evaluate, Checking, Critiquing, Create, Generating, Planning, Producing

N/A

Present

Absent

6. The course shell includes a course description. \*

N/A

Present

Absent

7. The course description matches the description in the course catalog (including prerequisites). \*

N/A

Present

Absent

8. Course content reflects the course description accurately. \*

N/A

Present

Absent

9. Students are required to actively participate in the course. \*

Are there discussion boards present? Are there weekly assignments due?

N/A

Present

Absent

10. The syllabus should restate “attendance” requirements and/or participation expectations. \*

N/A

Present

Absent

11. All required content is clearly identifiable. \*

Are all of the assignments organized into the same place each week? If you were a student in this course, would it be easy to follow? Please explain in the comments field.

N/A

Present

Absent

12. The course provides study suggestions or practice opportunities. \*

Are there study guides present? Are there non-graded optional assignments that reinforce learning?

N/A

Present

Absent

13. Course does not have obsolete references, standards, or technology. \*

Is the syllabus up-to-date, including the correct year? Are there references to our previous LMS, Sakai? Does course material reference a textbook that is no longer being used?

N/A

Present

Absent

14. Student achievement is assessed through more than one methodology. \*

Are there only multiple choice or true/false assessments? If so, please mark this as Absent.

N/A

Present

Absent

15. Student achievement is assessed at more than one time in the course. \*

N/A

Present

Absent

16. Course includes both qualitative and quantitative assessment. \*

Are there assessments based on free-writing and/or discussion boards?

N/A

Present

Absent

17. The instructor assesses students on the basis of their achievement of learning objectives. \*

Are assessments tied directly to course and lesson objectives?

N/A

Present

Absent

18. The instructor provides the majority of assessment and feedback. \*

N/A

Present

Absent

19. Students receive formative feedback on their performance. \*

If students are only assessed with a percentage and no further comment, please mark Absent.

N/A

Present

Absent

20. Materials respect intellectual property rights concerning copyright and plagiarism. \*

N/A

Present

Absent

21. Course materials clearly do not benefit the private interests of the instructor. \*

Is the instructor trying to sell the students anything independently of course materials? If so, mark Absent.

N/A

Present

Absent

22. Course materials do not use hostile, derogatory, or unprofessional language, and controversial topics are handled in a scholarly manner.

N/A

Present

Absent

23. Course materials meet or exceed mandated accessibility requirements (i.e., captioning, transcripts, and screen reader accessible). \*

N/A

Present

Absent

24. Course is laid out in Moodle in accordance with the university-approved template. \*

N/A

Present

Absent

25. Course syllabus is in accordance with the university-approved template. \*

N/A

Present

Absent

26. Images are present in every unit/lesson. \*

N/A

Present

Absent

27. Descriptions are provided in every unit/lesson.

N/A

Present

Absent

Comments related to Core Standards

Your answer



Optional Standards - Group A

Please see page 7 of the WVSU Course Development Rubric for scoring rubrics.

Course assessments do not rely solely on rote memorization. \*

N/a

1 - The course's summative assessment requires a demonstration of mastery beyond recalling and restating information.

2 - All high-value (worth > 10% of total grade) assessments require a demonstration of mastery beyond recalling and restating information.

3 - Some course assessments require mastery of recalling and restating information, but they are clearly formative assessments.

4 - All course assessments require a demonstration of mastery beyond recalling and restating information.

Course assessments require application and evaluation. \*

N/A

1 - The course's summative assessment requires a demonstration of application and evaluation.

2 - All high-value (worth > 10% of total grade) assessments require application and evaluation.

3 - Some course assessments do not require application and evaluation, but they are clearly formative assessments.

4 - All course assessments require application and evaluation.

Assignment descriptions include time estimates for completion. \*

N/A

1 - Assignment descriptions do not include time estimates or only include time restrictions.

2 - More than 50% of assignment descriptions include a recommended time estimate.

3 - All assignment descriptions include a recommended time estimate.

4 - All assignment descriptions include a recommended time estimate.

The course includes technical recommendations and tools on how to exchange materials (e.g., provides alternative file-transfer services if the course requires using large files). \*

N/A

1 - The course includes a statement notifying students that some assignments will require a large file transfer or storage system, but offers no recommendations or guides on how to use the necessary alternatives.

2 - The course recommends alternatives from a short list of file transfer or storage systems and includes details or directions for how to use them appropriately. The instructor will have to copy files to his or her own service or machine.

3 - The course provides links to an external large-sized file transfer or storage system of which the instructor has control (e.g., the instructor or institution can retain access after course has completed).

4 - The course includes an embedded largesize file transfer system or storage system. (This can be part of the LMS.)

The course includes a clearly labeled calendar that lists all activities, checkpoints, and due dates. \*

N/A

1 - The course calendar is functional (i.e., students can add their own dates) but contains no preloaded dates.

2 - The course calendar is functional (i.e., students can add their own dates), static (i.e., changes in the course not automatically updated), and contains only automatically system generated due dates.

3 - The course calendar is functional but static (i.e., instructor changes not automatically updated, but require a separate entry), or includes the following: all required activity dates, assessment dates, and due dates.

4 - The course calendar is functional, changes dynamically, and includes the following: all required and supplemental activity dates, checkpoint dates, assessment dates, due dates, and when grade updates will occur.

The course’s source materials show variety in terms of type, format, or source. \*

N/A

1 - The course’s source materials come from at least two different source types or publishing formats.

2 - The course’s source materials come from at least three different source types or publishing formats.

3 - The course’s source materials come from at least four different source types or publishing formats.

4 - The course’s source materials come from at least five different source types or publishing formats (e.g., Web pages, journals, textbooks, research texts, newspaper articles).

Materials can be read on-screen and do not require downloading or printing. \*

N/A

1

2

3

4

Assessments and activities require students to use a variety of information and learning resources. \*

N/A

1 - Some (> 25%) assessments and activities require students to apply or cite a variety of resources (e.g., beyond the assigned text).

2 - Many (> 50%) assessments and activities require students to apply or cite a variety of resources (e.g., beyond the assigned text).

3 - Most (>75%) assessments and activities require students to apply or cite a variety of resources (e.g., beyond the assigned text).

4 - All assessments and activities require students to apply or cite a variety of resources (e.g., beyond the assigned text).

Comments related to Group A

Your answer



Optional Standards - Group B

Please see page 7 of the WVSU Course Development Rubric for scoring rubrics.

The instructor uses more than one assessment method in the course. \*

N/A

1 - The instructor uses at least two assessment methods (e.g., multiple choice, fill in the blank, written [short answer], written [long answer], graded discussion boards).

2 - The instructor uses at least three assessment methods (e.g., multiple choice, fill in the blank, written [short answer], written [long answer], graded discussion boards)

3 - The instructor uses at least four assessment methods (e.g., multiple choice, fill in the blank, written [short answer], written [long answer], graded discussion boards) in the course

4 - The instructor uses at least four assessment methods (e.g., multiple choice, fill in the blank, written [short answer], written [long answer], graded discussion boards) in every unit.

All free-response assignments communicate expectations via rubrics or detailed rating scales. \*

N/A

1 - The course does not include expectations for free-response assignments beyond the assignment description.

2 - The instructor limits explanations of expectations to a checklist of standard requirements (e.g., length, format, citation method).

3 - Free-response assignments have an explanation of expectations, but it is limited to one or two performance levels (e.g., provides the minimum acceptable performance).

4 - Free-response assignments include a full explanation of expectations including either a multi-criteria rubric, including performance level descriptors, or a detailed rating scale.

The course is navigable through more than one technology (e.g., keyboard commands, mouse commands). \*

N/A

1 - The course can only use legally required materials for navigation with multiple technologies; or, the course uses alternative formats to meet the needs of different navigation technologies.

2 - Students can navigate the course using more than one technology but the alternative technology is specialized (e.g., only assistive devices and not a standard keyboard).

3 - Students can navigate the course using more than one technology but it requires some setup, settings, or expertise.

4 - Students can easily navigate the course using more than one technology (e.g., keyboard and mouse commands); students can switch back and forth between technologies when and if they wish.

Discussion board directions and rubrics clarify and define expectations in a way that does not introduce ambiguity (e.g., must specifically state requirement to connect X and Y, not just vaguely tell students to “discuss a relationship”). \*

N/A

1 - Discussion board directions and rubrics define their topics in an ambiguous way, but there are prompts that link to a source that provides clarity. (e.g., "Respond to the author's point in the linked article.")

2 - Discussion board directions and rubrics define their topics in an ambiguous way but provided examples guide the average student toward the intention.

3 - All high-value (worth > 10% of final grade) discussion board directions and rubrics clearly define their topics in a way that does not introduce an ambiguity (e.g., must specifically state requirement to connect X and Y, not just vaguely tell students to “discuss a relationship”); lower value discussion boards have a statement encouraging questions via e-mail if the topic needs clarification.

4 - All discussion board directions and rubrics clearly define their topics in a way that does not introduce an ambiguity (e.g., must specifically state requirement to connect X and Y, not just vaguely tell students to “discuss a relationship”).

The course materials include correct citations and model good scholarly communication. \*

N/A

1 - Some (> 25%) of the course materials have correct citations and include a reference section

2 - Most (> 50%) of the course materials have correct citations and include a reference section.

3 - Many (> 75%) of the course materials have correct citations and include a reference section.

4 - All of the course materials have correct citations and include a reference section.

The course materials allow for multiple learning styles. \*

N/A

1 - The course presents materials in line with two of the following learning styles: visual (pictures), verbal (words), auditory (recordings), social (human interaction), and solitary (selfreflection).

2 - The course presents materials in line with three of the following learning styles: visual (pictures), verbal (words), auditory (recordings), social (human interaction), and solitary (selfreflection).

3 - The course presents materials in line with four of the following learning styles: visual (pictures), verbal (words), auditory (recordings), social (human interaction), and solitary (self-reflection).

4 - The course presents materials in line with five of the following learning styles: visual (pictures), verbal (words), auditory (recordings), social (human interaction), and solitary (selfreflection).

Comments related to Group B

Your answer



Optional Standards - Group C

Please see page 7 of the WVSU Course Development Rubric for scoring rubrics.

Assignments provide instructors with the opportunity to provide individual feedback. \*

N/A

1 - Instructors can provide feedback less than once every 2 weeks.

2 - Instructors have the opportunity to provide feedback to students at least once every 2 weeks.

3 - Instructors have the opportunity to provide specific feedback to students once per week.

4 - Instructors have two or more opportunities to provide specific feedback to students each week.

Discussion boards require students to correctly cite research in their posts or responses. \*

N/A

1 - At least 25% of the discussion boards require students to cite at least one source in their postings.

2 - All high-value (worth > 10% of final grade) discussion boards require students to cite research in their initial posts.

3 - All discussion boards require students to correctly cite research in their initial posts.

4 - All discussion boards require students to correctly cite research in their posts and responses.

The course includes an open discussion forum for student use. \*

N/A

1 - The course includes an interaction tool that is not a discussion board but that seeks to fulfill the same purpose (e.g., a Twitter widget); or, the discussion board is not available to all students.

2 - The course includes an open discussion forum but it does not meet two of the following requirements: it is not available throughout the course, it does not have a clearly explained description, and it is not easy to locate.

3 - The course includes an open discussion forum but it does not meet one of the following requirements: it is not available throughout the course, it does not have a clearly explained description, and it is not easy to locate.

4 - The course includes an open discussion forum where students can interact, post introductions, and ask general questions. This discussion board is available throughout the course, it is easy to find, and its description clearly explains its purpose.

The course includes study tools (e.g., self-assessments and glossaries). \*

N/A

1 - Some (> 25%) modules include study tools (e.g., self-assessments and glossaries).

2 - Many (> 50%) modules include study tools (e.g., self-assessments and glossaries).

3 - Most (> 75%) modules include study tools (e.g., self-assessments and glossaries).

4 - All modules include study tools (e.g., self-assessments and glossaries).

Comments related to Group C

Your answer



SUBMIT