Grambling State University

Sustaining Our Future

Policies and Procedures Manual
for
Office of Distance Learning

Revised: November 2019

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PREFACE
Overview/Purpose

The purpose of the Grambling State University Distance Learning Policy and Procedures Manual is to assure a quality distance education program and to establish distance education as an effective method for extending educational opportunities while keeping within the mission of the university.

Annual Review of the Distance Education Policy Manual

The Office of Distance Learning (ODL) will collaborate with University administration for review and/or revision of the Manual annually, as needed, or as required by changes in technology, organizational structure, or administrative procedures.

MISSION STATEMENTS
and
PHILOSOPHY

University Mission Statement

Grambling State University is a comprehensive, historically black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity in the world. The University advances the study and preservation of African American history, art, and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

Office of Distance Learning Mission Statement

The mission of the Office of Distance Learning (ODL) is to provide students with the delivery of quality instruction through distance education technologies as well as support and train faculty and students in the use of distance education technologies The Office of Distance Learning at Grambling State University is comprised of online instructional delivered courses, compressed video delivery, and hybrid delivered instruction. Additionally, the ODL will ensure asynchronous technologies (learner control) to be in compliance with SACS (Southern Association & Colleges and Schools) guidelines and best practices to provide high-quality distance education courses to promote quality learning.

Office of Distance Learning Philosophy

Colleges and universities everywhere are being forced into the virtual world to meet the needs of the 21st century student. These students have jobs, children, and complicated responsibilities. Because of complicated work schedules of students, the primary educational need is to have a more flexible way of obtaining an education. Distance or e-learning is the solution to meet the needs of students who want to be a part of the Grambling State University family.

Distance Education Instructional Delivery Policies

Learning Management Software

CANVAS is the Learning Management System (LMS) used at Grambling State University. CANVAS gives you access to your online, hybrid, and web enhanced courses. CANVAS use by an instructor can be as uncomplicated as posting just a few things for a class such as syllabus and assignments, or as intricate as a totally online course with discussion boards, online chats, online tests and group collaborations

System Administration

The Office of Distance Learning shall be responsible for the administration of CANVAS for all distance education courses and programs. The ODL shall be responsible for all CANVAS software updates. Every course that is listed in Banner system shall have a course shell created in CANVAS. Course shells are only activated for faculty who have completed CANVAS training.

The integration process between the Banner Registration System and CANVAS will create new user accounts automatically. The CANVAS databases are backed up daily, and, if necessary, will be used to restore the information in the database. The CANVAS course Gradebook is not intended to be the official record for student grades. The CANVAS Gradebook allows students to view their grades in real-time from their CANVAS account and is intended only as an added convenience. Official grades must be posted to the Banner system.

Laws and Regulations Related to Confidentiality – As with all GSU records, faculty and staff should follow the Family Educational Rights and Privacy Act (FERPA)

CANVAS is used in conjunction with numerous software tools such as ProctorU, SmarterID, Online Meetings, Turnitin and others to provide a seamlessly integrated delivery system for effective teaching and learning in web-based environments. GSU, through The Office of Distance Learning, has licensed all distance learning software, with the exception of content-specialized software. The LMS is administered through the Office of Distance Learning.

The LMS provides:

- ✓ an interface that provides a customized design and look for each type of course (online/blended, and web-enhanced) including content organization, navigation, and page layout

- ✓ a set of educational tools to facilitate learning, communication, collaboration, and assessment

- ✓ a set of administrative tools to assist the instructor in course diversity, design, and continual improvement.

Accessibility

To be in compliance with Section 504 of the Rehabilitation Act of 1973 [http://www.hhs.gov/ocr/civilrights/resourcepas/factsheets/504.pdf] and the Americans with Disabilities Act of 1990 [http://www.ada.gov/pubs/ada.htm], all programs, services, and activities offered by Grambling State University must be accessible to and usable by persons with documented disabilities who have met the technical and academic standards for admission.

Enrollment/Registration

The enrollment process for a student enrolled in distance learning courses is equivalent to the procedures used for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc. are applicable to distance education courses.

Email

Grambling State University email is the official communication vehicle for the University as well as for the distance learning courses.

Protocol and Session Security
To ensure the privacy and security of your data, Canvas uses HTTPS for all communication and encrypts all inbound and outbound traffic using 128-bit TLS/SSL.

Physical security
All Canvas user data is stored in highly stable, secure, and geographically diverse Amazon Web Services (AWS) data centers.

Backup and recovery
Canvas data is backed up redundantly (every day). In case of emergency or disaster, data is recovered from Amazon servers or from our own off-site backup.

Technical Support
Faculty, staff, and students in need of support for troubleshooting technical issues have access to help around the clock from the following sources:

- ✓ Office of Distance Learning *(ODL)* – ODL staff are available during normal business hours via telephone at 318.274.2871, 6411, 6321 email at dlhelpdesk@gram.edu, or in-person in Bettie Smith School of Nursing Bldg, Suite 116, 1 Cole St. Grambling State University, Grambling, LA 71245

ONLINE COMPLIANCE POLICY

Distance Education Student Access
All students receiving instruction through distance learning will be provided equivalent access to student support services offered to face-to-face students.

Faculty Certification
All faculty assigned to teach online and blended courses will be required to enroll and complete the faculty online certification program.

Online and Blended Courses
The academic content and requirements for online and blended courses are equivalent to the same academic content and requirements taught in face-to–face courses.

Course Design
Courses delivered via distance learning shall meet the requirements set forth by the academic department and must go through the usual curriculum approval processes as defined by the appropriate academic units.

Proctoring
Some midterm and all final exams will be proctored for all online courses and select blended courses when the instructors administer the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Authentic assessments do not require proctoring. Students taking proctored exams should consider themselves to be in class. If they are not comfortable taking a test in their room, they should select a location (such as a library) where they can work and show their environment. It is as much part of their responsibility as having computer and internet access that meets the institutional standards. Students do not have a right to privacy in taking tests in traditional classroom; in fact they are closely supervised. The same holds true for the proctored environment.

SmarterID
SmarterID is a cutting edge user authentication system that uses facial recognition to validate identity and document attendance. Due to federal regulations, it is critical that schools are actively verifying student's identity which is difficult to do with students doing coursework remotely outside the classroom. This state of the art system requires no change in delivery method or modifications of course design.

After a brief initial setup that includes taking a picture of a valid ID and uploading it, a student is "registered" in the system and ready to go.

Library Services

The A.C. Lewis Memorial Library will provide equivalent support for distance education courses and programs. Distance education students will be provided adequate access to campus library resources via on-line services as well as the LOUISiana Library System.

Virtual Office Hours

All faculty teaching online courses will be required to provide accommodating virtual office hours. Students take online courses and night course to make it easier to juggle their heavy load. Virtual office hours would work best if online faculty were available after 7pm.

Faculty Response Time

Faculty will respond students' questions within 48-64 hours. Faculty will have a grade turnaround time no later than 7 days, and if there is a delay faculty must post in CANVAS, explaining the delay and when students can view their grade.

Assessment

The effectiveness of distance education courses (including assessments of student-based learning outcomes, student retention, and student satisfaction), will be assessed with the same intent and rigor as the face-to-face courses

Quality Assurance

As stated in Section 496 of August 14, 2008, Higher Education Opportunity Act (HEOA):
"Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit."

SACS statement:
All students who are enrolled in distance learning courses at Grambling State University are issued a secure username and password for access to the CANVAS Learning system. The username and password are generated from the student information system registration rosters and are unique to each student.
Faculty involved in online course development, work with the (ODL) personnel prior to the procurement and deployment of any electronic delivery.

Academic Integrity and Student Verification

- Distance education policy statement about academic integrity in their course syllabus.

- Student assignments are checked for plagiarism.

- Written work from the student (e.g. papers, online discussions, essay exam questions)

- Randomizing quizzes and exams, and also time limits on exams

- Utilization of web monitoring and web-proctored exams

- Synchronous eLearning monitoring

- Student interaction with faculty and other students (e.g. group projects and group discussion)

Faculty Issues

+ The qualifications for distance education faculty are the same as faculty teaching the same courses in traditional format.

+ Grambling State University provides orientation, training and support services for faculty involved in distance education courses.

+ Instructional materials must be reviewed and revised periodically.

+ Procedures are in place for appropriate evaluation of faculty involved in distance education courses.

+ The respective department chairs and/or dean evaluate all full-time and adjunct faculty annually.

DISTANCE EDUCATION ACADEMIC ISSUES:

➢ **Academic Integrity of Distance Learning courses** - Distance learning courses are subject to the same regulations as stated in the university catalog. Requirements such as a grading system, examinations, research projects, course evaluation, faculty evaluation, attendance policy, and clock hours required are considered part of academic integrity.

➢ **Enrollment** - The enrollment process for students in distance learning courses is equivalent to the procedures used for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc. are applicable to E-learning courses.

➢ **Enrollment Caps** – Online course enrollment decisions are determined by the deans or department heads.

➢ **Copyright** - Faculty members must ensure compliance with all copyright laws concerning the use and reproduction of printed materials and transmission of films, recording, videotapes or other protected works.

Student Support Services

❖ Grambling State University provides distance education students access to appropriate student support services.

❖ Distance education students have access to online admissions information and application, online financial aid application, address changes and testing and assessment.

❖ Other services including registration, payment of tuition, academic advising, placement services and computer help desk support are all available via mail, emails fax or phone.

❖ Student Support Services for enrollment, campus contacts, course schedules, bookstores, online learning assistance.

EMERGENCY PREPAREDNESS
Emergency Preparedness

Faculty academic emergency preparedness procedures are in place to provide faculty with strategies for dealing with instructional issues that might arise in the case of emergencies.

Faculty will prepare alternative methods for:
- Communicating with students (example: Remind101, Conference Class)

- Distributing documentation (example: scan and send to Dropbox))

- Delivering lectures and presentations (example: YouTube recording))

- Collecting assignments and providing feedback (example: Dropbox)

- Administering exams (example: partner with institutions, Learning Center)

- Distributing grades (example: post coded listing in Dropbox)

- Identifying coursework critical to the learning outcomes of the course and match the coursework to technologies that provide students with alternative methods (example: develop course mapping of objectives, activities, possible technologies for each objective)

Distance Learning Program

Organizational
Structure
and
Duties

Grambling State University
Office of Distance Learning
ORGANIZATION chart
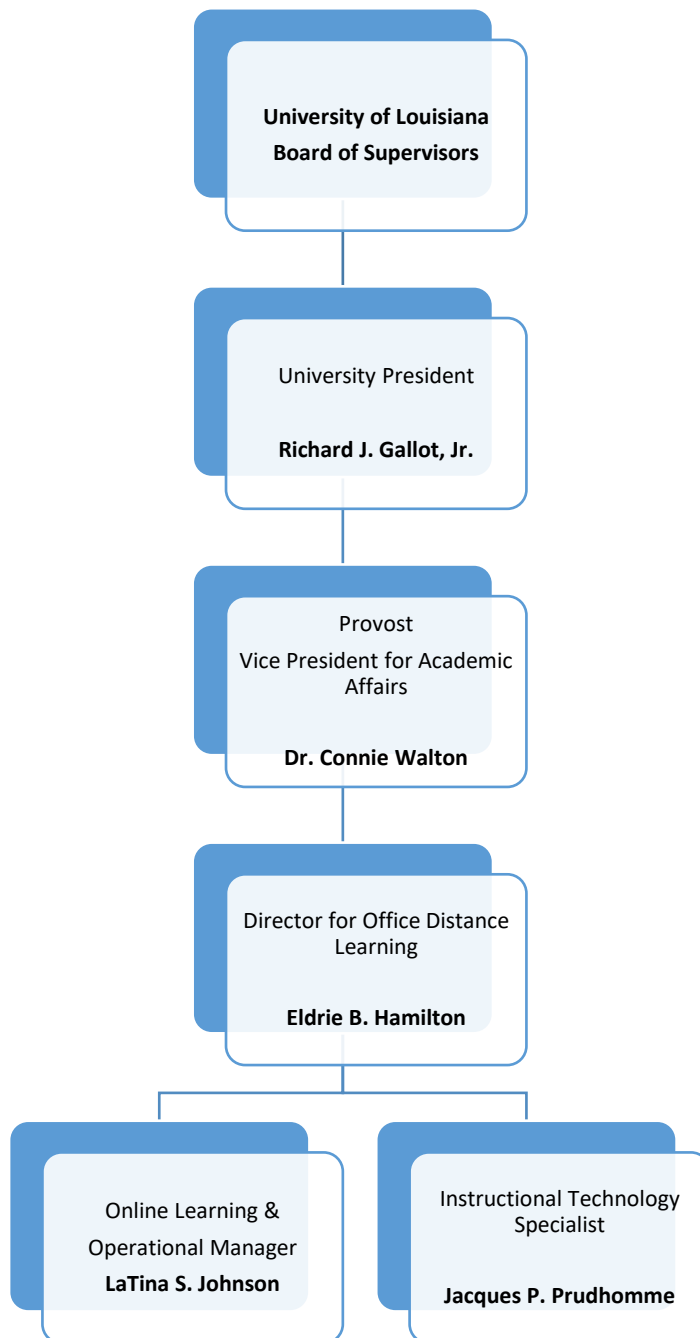
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│  University of Louisiana    │
│  Board of Supervisors       │
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│  University President       │
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│  Richard J. Gallot, Jr.     │
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│  Provost                    │
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│  Dr. Connie Walton          │
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│  Director for Office Distance│
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│  Eldrie B. Hamilton         │
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│ Online Learning &│  │ Instructional    │
│ Operational      │  │ Technology       │
│ Manager          │  │ Specialist       │
│ LaTina S. Johnson│  │                  │
│                  │  │ Jacques P.       │
│                  │  │ Prudhomme        │
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Explanation of Duties:

The Office of Distance Learning and the Information Technology Center are separate units but must work together to make the virtual world at Grambling State University at Grambling a success. The basic departmental duties for each area are described as follows:

ITC
- ✓ Manage student accounts
- ✓ Maintain university system
- ✓ Maintain Banner
- ✓ Ensure regular backup procedures are followed system wide (includes Learning Management System)
- ✓ Manage student help desk
- ✓ Manage student lab and student support

ODL
- ➢ Manage/oversee course development for online delivery
- ➢ Establish policies for all e-learning courses developed
- ➢ Monitor online courses to ensure content integrity and course standardization
- ➢ Certify faculty for online instruction as required
- ➢ Provide ongoing training to keep faculty abreast of technological changes/enhancements as they pertain to Learning Management System
- ➢ Review courses developed to ensure that every course is in compliance with SACS policies and best practices
- ➢ Develop training scripts for routine training via use of Camtasia
- ➢ Manage Learning Management System courses (Learning Management System Administrator)
- ➢ Load students into Learning Management System from Banner
- ➢ Maintain Learning Management System rosters through use of an application program interface
- ➢ Maintain Learning Management System and updates

Office of Distance Learning

Goals
and
Objectives

Distance Learning Goals and Responsibilities:

1. To ensure that each course offered online will be a course of quality. Each course will be built on the foundations of student-centered learning and active-learning.

2. To ensure that students in the online world receive a quality and structured education.

3. To introduce faculty to requirements for developing and maintaining unification among courses within the world of distance education. In the deliverance of online instruction, there must be uniformity from course to course to help with student satisfaction while learning.

4. To provide faculty with tools and techniques for developing a course to be taught online via a Learning Management System which in turn will put Grambling State University in a more competitive position in gaining student interest and increasing student enrollment.

5. To encourage faculty satisfaction in teaching online courses by building a knowledge base for Learning Management System utilization and allowing course creativity with design, assignments, and assessments.

6. To provide faculty support services appropriate and specifically related to distance education.

7. To ensure that distance education courses/programs are comparable to campus-based courses/programs.

8. To establish a roster of designated course developers.

9. To set up templates and shells according to completed form request.

10. To monitor all distance education courses to ensure standardization according to Quality Matters standards, integrity of course content, course as a vehicle for progressive learning, and SACS compliance.

11. Provide on-going faculty Learning Management System training as appropriate.

12. To provide on-going workshops/seminars/webinars as they relate to instructional design and technology in the classroom.

Distance-Learning Program
Policies
and
Procedures

Policies and Procedures for Online Faculty

✸ Anyone desiring to develop and deliver a curse online at Grambling State University is required to successfully complete Online Certification. Online certification training is an intense training program which is now delivered 80% online.

If you feel you are qualified to teach online courses and have received training elsewhere outside of Grambling State University, please submit the following documentation:

1. Submit certificates of completion for the CANVAS Learning Management system.

2. Submit documentation received showing professional development for online pedagogy. This could be in the form of a certificate or a list of a series of workshops attended for training.

3. Please provide documentation of your online instruction for the past two years. Acceptable documentation is our actual course that has been taught online. This can be secured from the institution publication which will also give the designation used for online courses. Give complete identifying information used for your course. An example could be a copy of the schedule of class bulletin within the last two years.

✸ Every instructor who is certified to teach online must have a signed E-Faculty Individualized Teaching (E-Fit) agreement on file.

✸ Online Certified instructors must sign an Ownership Agreement form that states that Grambling State University is the first owner of courses developed in the university's Learning Management System.

✺ Any online course to be taught must be reviewed and approved by the peer review team before placed in the schedule of classes.

✺ Any online course requiring modifications should be brought to the attention of the Office of Distance Learning.

✺ Online Certified Instructors interested in teaching a Hybrid course must submit a classroom-seat-time schedule to their department head and e-learning coordinator prior to the semester in which the hybrid course is to be taught.

✺ Any instructor, who wants to teach an online course other than the one they developed for certification, must submit a copy of the second course to the coordinator of e-learning programs for peer review at least two months prior to the semester in which the second course is to be taught.

✺ Any required SACS changes/updates will be implemented by the Office of Distance Learning.

✺ Any instructor who wants to have a course set up on the Learning Management System must complete a "Learning Management System Course SHELL Activation" form. This form must be completed each semester for each course shell to be set-up.

✺ Any instructor who wants to have a Template for a course on the Learning Management System must complete a "Learning Management System Template" form. This form must be completed for each template creation or template update requested.

✺ The Office of Distance Learning is governed by rules and regulations dictated by the Office of Academic Affairs and the Office of the Chancellor.

✺ All online instructors are required to have continued in-service training to maintain online teaching status. It is required that online instructors attend at least one workshop that relates to online instructional delivery and attend at least one technology seminar/webinar per semester.

✸ Each online course that is developed will adhere to the Quality Matters Rubric and standards. These standards have been adopted by the Board of Regents.

✸ All online courses should be evaluated yearly, and a written report provided.

✸ Every instructor will have access to the Learning Management System to be able to Web Enhance their course.

✸ E-faculty member will model appropriate netiquette when interacting with students online, in both tone and verbiage.

✸ E-faculty are required to have virtual office hours to meet with students taking online courses.

✸ E-faculty member will load feedback and/or grades in a timely manner on assignments submitted by students. It is recommended that feedback be loaded weekly, and/or, ideally, within a week of students' submission of work to be graded.

✸ For fully online courses, E-faculty member will respond online to student e-mail queries and/or discussion board posts within the CANVAS fully online course environment within a timely manner, preferably within 48 hours.

✸ Any instructor that is not Online Certified and is found misusing the Learning Management System will lose their privilege to use the Learning Management System for a semester.

✸ Any instructor who is certified and is found misusing the Learning Management System will lose the privilege to teach Online for a semester. Further misuse can result in certification being void.

Online Course Monitoring:

Online courses must be observed by ODL staff. Online course must also be observed by deans and department heads the same as required for face-to-face (lecture) classes. At present the deans and department heads visits lecture classes at least once per semester. The same classroom observation must also be required for all classes. At the beginning of the fall, spring, and summer sessions, all online courses will have the instructor, deans or department heads, VP of Academic Affairs (optional), and ODL staff member enrolled as Observer with privileges of viewing and experiencing everything the student does with the exception of participating in course work, gradebook or any administrative role of instructor. This will allow the online classes to have the same opportunity to be observed by the dean or department head as the lecture classes.

The ODL will observe all online courses at least once during a semester. A class observation report shall be submitted, no later than two weeks after the mid-term exam period, to the deans, department heads and VP of Academic Affairs. The class observation report will be submitted for each class observed. Recommendation of The Class Observation Report will include recommendations from all who participated in the observation process.

Any instructor receiving a score of less than 80 on the Online Class Evaluation Form will not be permitted to teach the online course for the upcoming semester. This evaluation form will be completed online after the Class Observation Report has been completed. The ODL will recommend that the class will not be taught online by the instructor of record. The class can be taught by another faculty member who is online certified. This recommendation will be solely based on the results of the evaluation form. The form has a built-in rubric that will allow for objectively.

Faculty training for teaching online:

The Office of Distance Learning (ODL) provides the opportunity for faculty members to use technology in the delivery of instruction and to enhance both teaching and learning. Studies indicate that distance learning can be as effective as the traditional format when the methods are appropriate to the teaching tasks, there is student-instructor interaction, and the instructors provide students with appropriate and timely feedback. A number of courses outside the General Education Program are offered via distance learning. The university currently uses CANVAS as its Learning Management System (LMS). The ODL periodically provides training to students and faculty members in the use of the university LMS, internet, and other eLearning technologies. Some programs use online courses extensively. The Office of Distance Learning is located in the Nursing Building, Room 116.

Online Education Training and Certification

Faculty members who want to be certified to teach online at Grambling State University must complete the ***Online Certification Process*** or provide verification of completion of an online certification course from another institution. Contact distance learning helpdesk: dlhelpdesk@gram.edu.

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also have the following personal characteristics to enhance the teaching role:

- A positive attitude towards online courses
- An understanding of the special needs of online and adult learners
- A good working knowledge of the university LMS
- Excellent interpersonal skills
- Adaptability and versatility
- An ability to use interactive technologies
- A commitment to timeliness in responding to students
- An interest in trying new forms of communication with students
- An understanding of accessibility requirements
- Organizational skills allowing for easy course navigation

We invite you to get certified to teach online. Here's the five step ***Online Certification Process***:

1. Faculty member receives authorization from Dean or Department Head to participate in online certification.
2. Faculty member must complete LMS training.
3. Faculty member must complete the Designing Your Online Course workshop.
4. Faculty member must complete the Applying the Quality Matters Rubric workshop.
5. Faculty member must take one semester or 3-6 months to develop the course prior to online delivery. Additional in-house workshops may be required.

CANVAS LMS training – CANVAS is your Learning Management System at Grambling State University. CANVAS gives you access to your online, hybrid, and web enhanced courses. Student success is at the heart of CANVAS. Utilize all the tools available to help you succeed in your learning and teaching experiences. The training explores the nuts and bolts of our university LMS, including hot to set up your course, communication tools, adding content, assessments, rubrics, grade book, etc. A CANVAS competency exam will be administered after Level 2 training.

Course Length: 11:00 am – 1:00 pm Tuesday and Thursday (ongoing throughout the year)

Delivery Mode: Face-to-Face in campus computer lab located in Nursing Building 178

Instruction: Facilitated by Office of Distance Learning

Registration: Log into Banner, click on Distance Learning User (below Faculty Advisors)

Fee: Free

Designing Your Online Course (DYOC) – The Designing Your Online Course workshop includes an overview of the QM Rubric and provides a framework for participants to design an online course plan. An integral element of the workshop is exploration of the eight General Standards of the QM Rubric, focusing on learning objectives and overall course alignment. Participants will complete a Module Planning Worksheet to design one module of an online course. The worksheet includes course and module learning objectives, assessments that align with the learning objectives, instructional materials that support the learning objectives and activities, and tools and media that enhance student interaction with classmates, content, and the instructor.

Course Length: Two weeks

Delivery Mode: Online (Asynchronous)

Instruction: Facilitated by QM

Registration: Contact Office of Distance Learning for dates

Fee: $150 paid by GSU Office of Distance Learning for one attempt only

Applying the Quality Matters Rubric (APPQMR) - QM's flagship workshop on the QM Rubric and its use in reviewing the design of online and blended courses is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors. It is particularly helpful to those new to QM or those considering the adoption of a quality assurance process for online and blended learning.

Course Length: Two weeks

Delivery Mode: Online (Asynchronous)

Instruction: Facilitated by QM

Registration: Contact Office of Distance Learning for dates

Fee: $200 paid by GSU Office of Distance Learning for one attempt only

Once training is completed, please be sure to print proof of completion including certificates or other documentation and provide that to the Office of Distance Learning where it will be copied and placed in the faculty member's file. **Certification is valid for five (5) years from date of completion.**

*As an instructor in online courses, your role is to provide students with the same high-quality instruction they would receive in the face-to-face campus classroom. The most important qualification an instructor brings to an online course is the knowledge of the course content and the ability to communicate this knowledge to the students in an interactive and engaging manner.

Distance Learning (eLearning) Delivery Formats

The different formats of eLearning class delivery are defined as:

1. **Online Course** –Course that is totally delivered via the Internet is defined as an online course. CANVAS, a Learning Management System (LMS) for course delivery will be utilized; that also involves the use of publisher and other online sites. All activities are primarily conducted online, including class discussions, homework assignments, and testing. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Students should check the Skills Requirements and Technical Requirements links for considerations before taking an online course. Online courses are designated as **Internet** in published campus materials and will be assessed a **$80.00 Distance Learning Fee.**
2. **Hybrid/Blended Course** –Course that combine face-to-face classroom instruction with online computer-based learning. A significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. CANVAS Learning Management System (LMS) is used for course delivery. Many activities are conducted online, including class discussions, homework assignments, and testing. Students are required to attend on-campus orientations, scheduled class meetings, labs, proctored tests and other course requirements. Date and time must be included on course syllabus. Students should check the Skills Requirements

3. and Technical Requirements links for considerations before taking a blended/hybrid course. Hybrid/Blended courses are designated as **Distance** in published campus materials and will be assessed a **$80.00 Distance Learning Fee.**

4. **Web-Enhanced Course** - Traditional face-to-face classes that are augmented with course web sites and CANVAS. However, unlike blended courses, web enhanced classes continue to hold all of their meetings on campus. This is a regular face-to-face course enriched or enhanced with a small online component such as gradebook and the posting of course syllabus in CANVAS for student access at any time during the semester.

5. **Videoconferencing Course** - A videoconference (also known as a compressed video) is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously. All activities are primarily conducted in the various videoconferencing suites located on campus and at remote campus sites. All Videoconferencing courses are designated as **VC** in published campus materials and will be assessed a **$80.00 Distance Learning Fee.**

Online Faculty Lunch Series

In addition to Quality Matters course development workshops, the Office of Distance Learning offers special events to support and inspire faculty who are designing, developing, and teaching online courses. One such event is the Online Faculty Lunch Series.

The Online Faculty Lunch Series provides several opportunities throughout the academic year for online faculty to attend an interactive luncheon with featured presentations on Southern Association of Colleges and Schools Commission on Colleges (SACSCOS) best practices for distance education. A Quality Matters Certified Online Consultant will facilitate the event. **Attendance is mandatory for all faculty teaching online and hybrid courses.** An email invitation to register for the lunch will be sent to all online and hybrid instructors a few weeks in advance of each event.

Online Faculty Appreciation Roundup Reception

The Online Faculty Appreciation Roundup Reception is an annual showcase of accomplishments and future goals. The Faculty Forum is held every spring and awards are given to deserving faculty.

Student Distance-Learning Overview

The Online Learning Environment

In many ways, learning online is similar to learning in the classroom. Your instructor will provide quality readings, exercises, assignments and quizzes; as with regular classes, what you get out of it is related to how much you put into it. Expect to spend the same amount of time and energy on an online class; in fact, online classes can take *more* time and energy than regular classes.

However, it is also different in several distinct ways as outlined below.

Work and study habits

Online classes are convenient and flexible but students have to be disciplined enough to make time to study and participate. Successful online students:

- Log in regularly to their classes, a minimum of at least three times per week
- Plan to ensure enough time to study and complete assignments
- Do not wait until the last minute when assignments are due to try to complete assignments
- Take notes as they study
- Commit 6 - 9 hours per week per three-credit class
- Enjoy communicating in writing and reading the writings of others
- Be able to work with others via email and chat to complete projects
- "Speak Up" to their instructors at the time problems arise, not when the semester is almost over

Online interactions are often an essential element of the learning experience. Be willing to share your ideas, carefully consider your responses to others, and be prepared to have your ideas challenged occasionally.

Effective learning styles

Online learning is best for those who learn by reading and writing; if you learn better by hearing lectures or making presentations, an on-campus class might be a better fit. Successful online students:

- Are active learners who are willing to take responsibility for their own learning
- Are visual learners able to learn easily from reading and writing? If you learn best by hearing the instructor, you may want to consider an on-campus class or distance education class.

Necessary skill set

The instructor can not see their students and won't know if you are confused, bored, or frustrated unless you are willing to talk to her/him about it. Successful online students:

- Know how to use technology properly. View tutorials that provide help with computer skills and information about CANVAS, the delivery system we use to present online courses here at GSU.
- Read and write well. Students with weaknesses in these areas can get remedial help or consider classroom learning.
- Are comfortable addressing problems at a distance? Distance education students need to be assertive in order to make their needs known.
- Have good time management skills to plot and follow a schedule for finishing readings and assignments.
- Have solid research skills, including how to effectively use the Internet.
- Have the ability to work well cooperatively, even when your communication is restricted to email or online chat.

Two important qualities of a successful distance learner are flexibility and adaptability. Learning online is an adventure that will expose you to some entirely new - and not always comfortable - experiences. The ability to be flexible and remain open minded is critical to having a positive experience as you move into uncharted territory.

Student Success Online

ONLINE INFORMATION

In online and hybrid learning environments, students must meet certain expectations in order to have a successful experience. Some of these are listed below. Your instructor may have additional or more specific expectations.

- Students are expected to have consistent and regular access to a computer with internet service.
- Students are expected and required to check into the course on a consistent and frequent basis.
- Students are expected to have appropriate software and technology as required by their instructor.
- Students are expected and required to read the course content inclusive of the homepage, course syllabus, module content, and to read and follow the semester calendar.
- Students are expected and required to communicate with the instructor on a regular basis to ask questions, report issues, get clarification on assignment and/or assessments, and to generally keep an open line of communication on course progress.
- Students are expected to participate in online discussions and other communications with fellow students in a positive and professional manner.
- Students are expected to meet deadlines as indicated by the instructor.
- Students are responsible for responding to instructor email/feedback/communication and fellow student communication within a reasonable time frame. A recommendation is within 48 hours.

Getting Started

You are enrolled in an On-Line Course. To better prepare and understand the essentials of this Course and find the answers to all of your questions and concerns, **review the four navigational videos. The navigational videos are available to all students taking Web Enhanced, Hybrid, and Online courses**. The videos developed are as follows:

1. **Introduction to CANVAS** – a short and simple video that introduces students to accessing the Internet and logging into CANVAS. A step-by-step demonstration is provided.

2. **Basic Navigation** – this CANVAS course video is designed to introduce students to the CANVAS organizational layout and navigation. CANVAS resources for student support, obtaining class participants for communication, reviewing grades, retrieving and submitting assignments in CANVAS courses are explained and demonstrated.

3. **Syllabus and Announcements** –This video explains and reminds the students the importance of the syllabus and posted announcements. The syllabus is the student contract for the course. Included is a demonstration on how to access the syllabus and all announcements.

4.   **Setting Preferences** – In this video students are introduced to why it is important understand and use the profile feature. From the review of this video students should be able to: set additional emails for forwarding; choose to upload an appropriate image; and explore notifications customization.

Online Learning Using CANVAS

CANVAS by Instructure is Grambling's Learning Management System (LMS). CANVAS' platform provides more modern, mobile, and user-friendly features for collaboration, engagement, and assessment. CANVAS allows us to integrate our digital and academic lives without sacrificing the privacy of either.

Every user is assigned their own user account so that only they can access their courses. Each user account should be accessible only by entering a username and password in order to safeguard users' privacy. Your username is unique as it is the Gnumber given upon successfully registering at the university. The password is in the generic form of **gsuCANVAS**. Users must change password after initial log in. You need a username and password for two (2) reasons: 1. To maintain the security of your account. It will ensure that no unauthorized parties can access your courses and information. 2. You can only access your account once you have entered your username and password. The username and password is a secure method of keeping your information private.

All online courses have access to online proctoring through ProctorU. Some hybrid courses may also use ProctorU. This means that for tests and exams, a live proctor will use your computer's webcam to observe you taking the exam to ensure the integrity and security of the exam in a secure testing environment.

Log onto: www.gram.edu
             then click on **'ACADEMICS'**
             then locate and click on **'CANVAS'**

STUDENT ATTENDANCE AND COURSE ACCESS

Distance Education Attendance Policy

University policy requires that in order to earn credit in a course the student must be officially enrolled by the end of the second full week of the semester and attend at least 75% of all class meetings. Faculty members may establish additional attendance requirements as outlined in course syllabi.

Online students are subject to the same attendance policy and procedures as traditional students. However, participation must be defined in a different manner.

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Discussion board postings
- Assignments/Exams/Quizzes
- Virtual classroom activities
- Blogs
- Chats
- Guest lecturers
- Collaborations
- Conferencing

Example, a three-credit course could document attendance by holding an online class for 1 hour during the week and addition assignments on 2 separate days during that same week. Another example would be, a virtual class could be held for 1 ½ hours during the week and an additional assignment on another day during that same week. These models would satisfy the requirements for 3 contact hours in a course for a 3-

credit hour course. Academic advisement, individual consultations and telephone interviews cannot be documented as class participation.

Students are expected to attend class each week. In order for the student to receive credit for the week, they must log in and complete the required virtual class and subsequent assignment(s). Documented attendance would include active participation of at least 2 instructional methods assigned for the week.

If a student fails to complete the required assignments during the week, they will be given an absence for that week. Students are allowed three unexcused absences per course. If possible, a student may contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor. If the student fails to meet the attendance requirements, the instructor will give them a warning.

Note: Students will be required to meet the attendance requirements beginning the second week of the course.

Any University-related activity necessitating an absence from class will not count as an unexcused absence when determining whether a student has attended the required class meetings.

Meeting the attendance requirements may not necessarily fulfill all course requirements. The student bears the responsibility for the effect, which absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course. At the same time, if a student's required participation in a University-sponsored activity causes a student to be absent from class, and if the student seeks to make arrangements prior to the absence to complete scheduled assignments, the professor is expected to work with the student to allow for the completion of class work and assignments.

Students are usually allowed to make up class work and/or tests missed because of serious illness, accident, or death in the family. Any request by the professor to verify the nature of an absence should be made to the student upon his or her return.

The online activity determines whether a student attended distance education classes for the week. A simple log on to CANVAS is not sufficient support for the attendance requirements.

The University's online attendance is documented through CANVAS. Online attendance is configured by the start date of class through the end date of class. The CANVAS attendance feature allows the professor to choose Present, Absent (Excused), Absent (Unexcused), or Tardy for each of the students in the class.

Denying Access
Students will be denied access for the following reasons:

- ➢ For Non-Attendance: Students who have not fulfilled attendance requirements.

- ➢ **For Non-Payment**: Students who have not paid (or made arrangements to pay) tuition by the published due date will be dropped from courses. This includes purged students.

- ➢ **Lacking Prerequisites**: If it is determined that a student is lacking the required prerequisites for a course, the student will be dropped following regular GSU procedures.

Withdrawals: The withdrawal process follows the same guidelines as outlined in the GSU catalog.

Academic Appeal for Distance Education Courses: Students follow the same guidelines as outlined in the GSU catalog.

Course Archive: At the end of a semester, courses will remain available in the system for faculty access and for students with "*Incompletes*". After three (3) years, courses will be purged from the system. This serves to fulfill the three-year requirement for academic appeals and also allows CANVAS to run as quickly and as efficiently as possible.

Please be aware that there is an option for retaining course content longer than three years. Instructions for that option is linked below.

Use CANVAS' built-in tool for archiving courses
Notes:
- CANVAS exports do not include backups of student interactions and grades. Grades can be exported separately as a comma separated values (CSV) file.
- Some external app LTI tools such as Google Drive and Office 365 do not retain tool configurations in exported courses. You may consider copying the course instead.

Procedures for Protecting the Privacy of Students Enrolled in Online and Hybrid Courses

Faculty members teaching online/hybrid courses are responsible for creating and maintaining an online teaching and learning environment that provides for the privacy and security of students' personal data and coursework. Accordingly, online/hybrid instructors will enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students' educational records. The University's policies and procedures are used to ensure that students' FERPA rights are protected. The policy and procedure is outlined in the undergraduate and graduate catalogs and is applied to online, hybrid, and traditional on-campus courses alike.

To further ensure student privacy in online/hybrid courses, these procedures shall be followed:

1. Protection of student information, course data, and student participation is required by all Grambling State University faculty and staff involved in the design, development, delivery, and administration of online/hybrid courses. Grambling State University will only authorize the use of learning management systems that employ at least 128-bit encryption methods and require unique log-in names and secure passwords that meet industry standards for length and complexity.

2. Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.

3. Instructors shall use the gradebook provided by the learning management system and/or the Banner gradebook, which prohibits students from accessing other students' grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.

4. Grades for discussion board participation, online student examinations, and written assignments are confidential, and are only accessible by the individual student, the course instructor(s), Office of Distance Learning staff and anyone specifically

authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.

5. Material from online/hybrid courses provided by course instructors to be used in program assessment reports will not include the identity of individual students; Office of Distance Learning staff will be responsible to ensure that no information specific to identified students will be included in such reports.

6. Instructors shall ask students never to reveal their log-in names and passwords to anyone.

7. In all University-related business and classroom interactions conducted via e-mail, students and instructors are required to use their Grambling State University email account.

Grambling State University does not charge fees to verify student identity. Therefore, no notice needs to be provided to students at the time of registration.

Distance-Learning Program

Guidelines for Online Course Development

Guidelines for Online Course Development:

Any faculty member who has gone through all required training, including Quality Matters, and are certified to teach online courses are encouraged to participate in developing an online course under the 'Online Development Incentive Program'. **New development allows faculty only one course at a time for petition to develop, course development, review, and approval for online delivery**.

Process for New Course Development for 100% Online delivery

❖ Certified faculty member is required to petitions his/her department chair approval for a course to be developed for online delivery.

❖ The Chair, Faculty member, and the Office of Distance Learning, evaluates the appropriateness for online delivery. Courses will be considered "appropriate" if they further the GSU mission by either (1) improving the course's educational effectiveness, and/or (2) enhancing course access to provide more students with high-quality educational experiences.

❖ If approved, the faculty member develops the course in the university's LMS for online delivery and submits it to the Department Chair and the Office of Distance of Learning for an evaluation of the course design. The faculty member must develop the course for online delivery one semester prior to the semester of delivery.

❖ The Office of Distance Learning must review and approve the course design within one semester of the offering of the course.

❖ Follow up peer reviews are to be conducted in accordance with ODL policies and procedures.

❖ Approval for online delivery in one semester does not guarantee approval for online delivery in subsequent semesters. Each course developed for online delivery must be peer reviewed each subsequent year following delivery. The ODL will maintain documentation of courses delivered online and review schedules.

Course Appropriateness

The two primary reasons for putting a course online are to enhance course access and to improve the educational effectiveness. These reasons provide a way to determine which courses are the best candidates for online delivery:

1. Improve the educational effectiveness of existing programs
   a. Instructional programs change delivery modality to include online delivery
   b. Course objectives require skilled use of software packages
   c. Course ratings and feedback indicate student demand for taking a particular course online

2. Extend access to degree programs or courses
   a. Face-to-face courses are full and classroom space is not available; use as overload to ensure students stay on track to graduate on time.
   b. Students are off-campus for the summer but still need access to courses to ensure students stay on track to graduate on time.
   c. Provide access to off-campus students for in-demand GSU online degree programs
   d. Increase diversity of the student body in line with GSU goals (e.g., more international students)
   e. Provide access to courses for degree completion for former on-campus students

Content Review

As stated above, the Department Chair and the Online Task Force will evaluate the design of the course. Factors evaluated will include:

> •Refer to the Online Course Development Best Practices Checklist

1. Course Design and Organization -
   * Instructions introduce the student to the purpose of the course and explain all of the components and requirements.

- Prerequisite knowledge, minimum preparation, and minimum technical skills are clearly stated.
- Etiquette expectations for online discussions, email, and other forms of communication are clearly stated.
- The course is well organized, functional, easy to navigate, and uses a variety of media resources.
- Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.).

2. Instructional Design and Delivery - •Refer to the Online Course Development Best Practices Checklist
   - The course offers multiple activities to foster interaction and communication among students and between the students and instructor.
   - Learning objectives and instructions to students on how to meet the learning objectives are clearly stated.
   - Requirements for student interaction are clearly stated.

3. Assessment and Evaluation - •Refer to the Online Course Development Best Practices Checklist
   - The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
   - Methods to minimize cheating are employed (proctored exams, multiple quiz versions, use of secured technology, etc.).
   - The grading policy is clearly stated.
   - Criteria for evaluation of student work and participation are clearly stated.

4. Resources and Materials - •Refer to the Online Course Development Best Practices Checklist
   - The instructional materials have sufficient breadth, depth, and rigor for the student to learn the subject.
   - All resources and materials used in the course are appropriately cited.

5. Course Technology -
> •Refer to the Online Course Development Best Practices Checklist

- The tools and media are appropriate to deliver the content of the course.
- Instructions on how to access resources at a distance are sufficient and easy to understand.
- The course uses a variety of available tools and media to optimize student learning.
- Course instructions articulate or link to a description of the technical support offered.

6. Accessibility -
> •Refer to the Online Course Development Best Practices Checklist

- The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online courses.
- Course instructions articulate or link to a description of support offered to students with disabilities.

Peer Review

As stated above, once a course has been approved to be developed for online deliver and the content has been fully developed and approved for delivery, the course will be subject to a peer review in accordance with ODL policies and procedures.

Revisions of a Continuing Online Course:

Revisions made to online courses will be made by online certified faculty only. Certified faculty member is required to inform his/her department chair and the Office of Distance Learning of their intent to revise an existing online course. An existing online course will qualify to be re-vamped under the 'Online Course Development Incentive Program' for the following reasons:

1. Online course does not pass 'Best Practices Checklist'
2. There has been a change in the textbook used
3. Online course has not been used for two semesters or more
4. Online course is assigned to instructor other than the instructor who developed the course
5. Third-party online course is incorporated and replaces original course developed

All revisions must be made and reviewed by the Office of Distance Learning a semester prior to the semester intended for delivery or offered. The faculty member making revisions is required to follow the 'Online course Development Best Practices Checklist' to ensure the course is properly updated and of quality. All six sections or categories must be satisfied in order for the faculty member to receive a stipend for course revision. The checklist incorporates the Quality Matters standards. Each course revised or re-vamped for online delivery must be peer reviewed each subsequent year following delivery.

Guidelines for Online Course Submission for Quality Matters Certification:

Quality Matters Course Reviews are designed for mature courses that have been taught previously and/or for courses that are fully developed online (including blended formats) such that reviewers can see all evaluated components. Faculty choosing to submit an online course, one which they developed, to Quality Matters to receive the QM seal is a huge accomplishment/. Receiving the QM seal means their course passed at least 85% of the Quality Matters standards, with all 3-point standards being met.

Faculty that are prepared for a Quality Matters review have better outcomes and get more out of the review process. Interested faculty should start out by creating a member account on the Quality Matters website at www.qualitymatters.org . Once an account is created the faculty member will have access to the Self-Review tool in the Course Review Management System (CRMS) which allows a user to conduct a review of his/her own course.

QM Preparation:

- Certified faculty member is required to inform his/her department chair and the Office of Distance Learning of their intent to submit an online course for QM certification.

- Third-party or Hybrid course are not eligible for Quality Matters certification.

- Online course to be submitted to Quality Matters for review must have been taught for at least two semesters following development and/or revision.

- After online delivery of course, for at least two semesters, it must be peer reviewed for modification according to the current Quality Matters rubric.

- Once the faculty member has received approval from the Office of Distance Learning he/she can move forward with the submission on their online course to Quality Matters for review to obtain the QM seal.

- Create a Quality Matters member account.

- Review and use the Self-Review tool conduct a review of his/her own course. This tool is found in the Course Review Management system on the QM website.

- Submit a review application from the Course Review Management System.

- Submit your course worksheet from the Course Review Management System.

- Submit purchase request for Quality Matters review fee.

- Once the online course has been submitted for a certification review the Quality Matters team will take over and set up a team meeting. The meeting will consist of QM team, the instructor, and the Office of Distance Learning. GOOD LUCK.

Distance-Learning Program

Peer Review
Process & Team

Peer Review Process

Grambling State University is governed by the Quality Matters (QM) Standards. The Louisiana Board of Regents adopted the Quality Matters Standards to ensure that online courses throughout the state of Louisiana where of quality. The Board of Regents Distance Education office afforded training various institutions to learn how to incorporate the QM Rubrics in the development of online courses.

Additionally, training was offered to learn how to review courses for quality. Each year the Board of Regents pays the Quality Matters subscription fees for all participating institutions adheres to the QM standards and implemented the QM Peer Review process to ensure continued offering of quality online courses.

The purpose of the peer review process is to review all courses offered online to ensure that each course is of quality. To ensure quality online courses, the peer review process will adhere to the Quality Matters standards along with following the Quality Matters rubrics for evaluating all courses to be taught online via Learning Management System.

Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components.

Sponsored by Maryland Online, Inc., Quality Matters has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education.

Each faculty person who completed the training and has taught online is eligible to become a Quality Matters Peer Reviewer.

Review cycle:

- ✹ Course developed for online delivery is submitted for review to the Office of Distance Learning.

- ✹ ODL sets up peer review meeting schedule.

- ✹ Peer-review team discussion will take place to discuss the online courses to be reviewed.

- ✹ Course is reviewed by the peer review team using Quality Matters and Online Certification standards. You can refer to the ODL website to review or print a copy of the QM standards.

- ✹ However, the review process takes at least three weeks for each course to be reviewed.

- ✹ For each course reviewed a written report containing the results/feedback will be given to the instructor. The instructor will have two weeks to adhere to the recommendations made in the report.

- ✹ Once a course is approved for delivery, that course can only be placed in the schedule of classes upon approval of the dean department head.

Peer-Review Team

Guidelines:

- The peer-review team for Grambling State University shall consist of at least one Online Certified instructor from each division that offers online courses and an ODL staff member.

- Each peer-review team member is encouraged to go through Quality Matters Peer Review training and become certified to review online courses.

- Peer Review persons trained and certified by QM will be required to assist in the training and certification of up-coming peer-reviewers.

- The peer-review team is required to meet twice a semester to review all courses submitted for review. All peer-review members for the current year are expected to be in attendance of scheduled meetings.

- The peer review process will incorporate the use of the course evaluation tool used in the online certification process.

- The Quality Matter standards/rubric will be used in the online course evaluation process.

- Any online course submitted for peer-review must receive at least 3/4 approval of the peer-review team.

- Online instructor or course developer submitting a course for peer review should allow at least three weeks for the review process.

- Any instructors' course not approved during the peer review process will be given the opportunity for a second and final review in the following semester.

- Courses submitted for peer-review must be submitted a semester before the semester in which the course is to be taught. Example: to teach an online

course in the spring semester, it had to be submitted in the beginning of the prior fall semester.

✴ The peer review team will be accepting courses for review in the fall (last week in September) and in the spring (last week in January).

✴ All courses must be in template format in order to be reviewed.

Assessment Tools
To Evaluate Courses
Delivered Online

Assessment Tools used to Evaluate Courses Delivered Online

The University implements a comprehensive planning, assessment, evaluation, and improvement cycle that includes educational, administrative, and educational and student support units. That is, each instructional and non-instructional program, as well as the University as a whole, identifies expected outcomes, determines the extent to which it achieves its intended outcomes, and provides evidence of improvement in accordance with the annual University outcomes assessment processes. The University is committed being responsive to both the immediate and long-term needs of its students.

Understanding assessments and evaluations is very important in providing data to determine student success and the long-term needs of the students. Student, course, and program assessments are all required when evaluating academic success. However, the focus for each semester is on the course level assessments to determine instructional and student success. Various evaluation tools are used at to assess student learning outcomes (SLOs) and program learning outcomes (PLOs). The two assessment forms used are **1)** Course Assessment Report (CAR) and 2**)** Online Evaluation Form.

Faculty teaching online must complete a Course Assessment Report at the end of each semester. Course assessment is conducted to evaluate the quality of a curriculum and/or courses by assessing student learning within the classroom. This is done to ensure 1) that students acquire the intended learning in a course; 2) that students are prepared for their next course; and 3) that the student learning environment is optimal. Course-level assessment is the responsibility of the instructor of record to assess student learning through various formative and summative assessments that are designed to measure the achievement of the intended course student learning outcomes.

The Online Evaluation form is different in that it is used to obtain data from students in online courses to determine what changes are warranted to improve the delivery of the online course. The assessment tool is a simple survey using a 5-point Likert scale to gather course effectiveness, usefulness, and student satisfaction data with the instructional delivery of the course design. Students are encouraged to submit their input, suggestions or concerns, as their opinions are valuable to implement changes to enhance learning and delivery of the online course. Both assessment tools mentioned follow these explanations.

Grambling State University at Grambling, Louisiana
Course Assessment Report

Course CRN#, Code & Number:	**Department/Program:**
Course Title:	**Number of Sections Assessed:**
Type of Course: ❑ Online	**Course Length:** ❑ 16 weeks
Faculty Completing Form:	
Academic Year:	**Semester:**	**Date Completed:**

Course Student Learning Outcome 1:

Course Student Learning Outcome:
Assessment Measure(s):
Benchmark:
Results of Assessment:
Use of Results:
Program and/or University Student Learning Outcome Linkage (where applicable):

Course Student Learning Outcome 2:

Course Student Learning Outcome:
Assessment Measure(s):
Benchmark:
Results of Assessment:
Use of Results:
Program and/or University Student Learning Outcome Linkage (where applicable):

Course Student Learning Outcome 3:

Course Student Learning Outcome:
Assessment Measure(s):
Benchmark:
Results of Assessment:
Use of Results:
Program and/or University Student Learning Outcome Linkage (where applicable):

How do these implementations relate or tie into university and / or program level findings, where applicable?

Instructor: Student Name: _____
Course:

EVALUATION FORM

Please complete this evaluation to provide feedback so that the quality of future online courses can continue to be improved. Circle the rating that best indicates your impression for each item listed below.

	Poor	Fair	Average	Good	Excellent
Subject:					
How informative was the course material?	1	2	3	4	5
How organized was the course material?	1	2	3	4	5
How easy was the course material to understand?	1	2	3	4	5
How did the course content reflect the course subject matter?	1	2	3	4	5
How easy was it to obtain/submit assignments?	1	2	3	4	5
How easy was it to follow the flow of the course format?	1	2	3	4	5
Was the amount of course work suitable for the timeframe of the course?	1	2	3	4	5
How interesting and effective were the course assignments?	1	2	3	4	5
How well did the course contents meet your expectations and/or needs?	1	2	3	4	5
Did the use of video clips by the instructor enhance the instruction in the course?	1	2	3	4	5
Overall Evaluation:	1	2	3	4	5

Would you recommend this course to a friend?   **YES**   **NO**

Suggestions for improvement: _____

_____

_____

References Consulted

The North American Council for Online Learning (NACOL) produced a document "designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching." That document, The National Standards for Quality Online Teaching consists of a rating guide intended to identify high quality online courses (http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20 Quality%20Online%20Teaching.pdf).

The seminal article by Chickering and Gamson, Seven Principles for Good Practice in Undergraduate Education has been used as a guide to good practice in thousands of college classrooms. Chickering and Ehrmann, in Implementing The Seven Principles: Technology as Lever showed how the seven principles could be implemented in a technology-rich environment (http://www.tltgroup.org/programs/seven.html).

Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. (http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandard s2008-2010.pdf)

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Grambling State University (GSU)

Appendix A

D-FIT Agreement

(**D**-**F**aculty **I**ndividualized **T**eaching Agreement)

Agreement for
D-Faculty Individualized Teaching at
Grambling State University (GSU)
Grambling, Louisiana

The Division of Academic & Student Affairs, Louisiana Board of Regents, identifies relevant policy, **Academic Affairs Policy 2.12,** Delivery of Degree Programs Through Distance Learning Technology, to follow:

> All state institutions of higher education offering distance education must either meet requirements or be accepted for candidacy by the Com m is s ion on Colleges (COC) of the Southern Association of Colleges and Schools or the Commission on Occupational Education (COE)
> **(http://asa.regents.state.la.us/PP/Policies/2.12)**

Further, **The Commission on Colleges Southern Association of Colleges and Schools** provides the following policy statement:

> Institutions must ensure that their distance education courses and program s com ply with the *Principle s of Accreditation*. The referencing of the particular requirements listed in this policy does not imply that they are the only requirements of the *Principle s* that apply to distance education. This policy applies to degree and certificate program s and their courses
> **(http://www.sacscoc.org/pdf/081705/distance%20education.pdf)**

The Office of Distance Learning (ODL) continues to implement thoughtful plans of action consistent with that of the Louisiana Board of Regents and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to ensure quality in academic instruction at Grambling State University. At present, the Office of Distance Learning strives to provide standardization to the institution's online and/or technology-mediated course offerings. The terms *Distance Learning, Online course, Blended course* and/or *D-faculty* extend and apply to any and all curricula/courses that are delivered fully online or blended through CANVAS, Web-Enhanced through CANVAS and/or through means such as teleconferencing and/or videoconferencing , and/or instructional faculty involved with same.

In its lynchpin role for ensuring quality and accountability in academic instruction and subsequent to a recommendation from the SACS-COC, the Office of Distance Learning will "disable" faculty **independent use** of CANVAS, effective Fall 2019. Independent use of CANVAS is defined:

> (1) Any course taught without quality assurance mechanisms in place to ensure curricular quality and/or

(2) Any course taught by any member of the faculty who has not been certified nor approved to teach online by the institutionally approved certification process and/or

(3) Any course in which the ODL is unable to conduct periodic examination, review, and observation of the instructional program and its delivery in view of course objectives as these relate to or complement the role of the university.

(4) Any course that is not officially recognized/registered as an online or blended course.

The following policy is effective, until further notice, regarding faculty who wish to use CANVAS to fully deliver or enhance curricula/courses/classes at Grambling State University.

> *Faculty must have been approved to teach online and/or to use CANVAS to enhance instruction through procedures endorsed by the Office of Distance Learning. Faculty use of the CANVAS platform for delivery of academic curricula and course instruction, whether fully online, blended or Web-enhanced, and/or use of other technology-mediated venues, without meeting these criteria, is unauthorized by the Office of Distance Learning.*

Accordingly, the course facilitator/deliverer of a Distance Course at GSU agrees to the conditions, expectations, and all assumptions of this Agreement for **D-F**aculty **I**ndividualized **T**eaching **at GSU**. Completion of the **D-Fit@GSU** agreement is intended to provide assurances to the university, to the Office of Academic Affairs, to the referent division, and to the department that the individual faculty member and facilitator has a good understanding of and possesses the minimal requisite competencies needed to effectively deliver a Distance Learning course at GSU using CANVAS or other technology-mediation.

The definition and scope of this agreement may be modified and/or slightly refined as these evolving processes are undertaken and completed:

(1) Collaboration with the faculty and academic divisions in the course design, development, delivery, and evaluation of E-learning/technology-enhanced courses;

(2) Provision of a structured professional development experience using current equipment and methodology to faculty via a series of institution-sponsored activities, both pre- and in-service, that pertain to effective teaching in a variety of technology-mediated venues (e.g., online, blended, Web-enhanced, compressed video);

(3) Establishment of a framework for research-based strategies and online Tools, technical support to students who matriculate in courses offered in CANVAS and/or in other technology-mediated forums; and,

(4) Participant exposure to knowledge of teaching methodologies, research and evaluation studies of teaching and learning effectiveness in E-environments.

AGREEMENT FOR E-FACULTY INDIVIDUALIZED TEACHING AT GSU

Assumptions (Faculty member should type or print name in blank.)

- _____, as an institutionally certified or Office of Distance Learning' approved D-faculty member, has completed all the conditions and terms of this agreement for **D-F**aculty **I**ndividualized **T**eaching **at GSU** (E-Fit @ GSU).

- The Office of Distance Learning reserves the right to set reasonable boundaries regarding course curriculum that adheres to the official catalog description, and that clearly states course and student learning outcomes (SLOs). In the case of already developed online courses by institutionally certified D-faculty, the instructor is allowed reasonable latitude to modify W course content being delivered.

- The Office of Distance Learning reserves the right to monitor all courses being taught and delivered online through the CANVAS platform by_____ for quality assurance and compliance with Louisiana Board of Regents' and SACS-COC guidelines. No E-course or E-faculty is exempted from quality assurance and Boards of Regents' and SACS-COC compliance, once the course is offered via the university CANVAS server.

- Should _____ wish to develop an online or blended course in the future, s/he will need to complete professional development and/or certification, as approved by the Office of Distance Learning.

Quality Assurance

- The Office of Distance Learning will review courses offered at GSU to ensure course quality.

- The Office of Distance Learning reserves the right to periodically monitor courses to ensure that faculty and learner needs are identified and addressed.

Conditions

- D-faculty member has successfully completed the institutionally approved online training and certification to teach a fully Web based online course.
-
- Alternatively, D-faculty member has completed appropriate documentation and received approval from the Office of Distance Learning.
-
- D-faculty member has a desktop and/or laptop computer with functioning Internet access on campus at GSU. D-faculty member has a desktop and/or laptop computer with functioning Internet access at home and/or place of residence.

Expectations

- D-faculty member will post the complete course syllabus, based on the university approved syllabus template, inclusive of course and/or student learning outcomes (SLOs) within the Course Information area as a single Microsoft Word document.

- D-faculty member will post correct contact information, inclusive of office hours, whether traditional or virtual, so that students may have ready access to the course facilitator.

- D-faculty member will post complete course information, inclusive of assignments, handouts, course supplements, etc., so that students may have ready access actual course information instead of empty course shells before classes begin and students are loaded into courses.

- For fully online courses, D-faculty member will respond online to student e-mail queries and/or discussion board posts within the CANVAS fully online course environment within a timely manner, preferably within 48 hours.

- D-faculty member will model appropriate netiquette when interacting with students online, in both tone and verbiage.

- D-faculty member will load feedback and/or grades in a timely manner on assignments submitted by students. The ODL recommends that feedback be loaded weekly, and/or, ideally, within a week of students' submission of work to be graded.

- D-faculty will load midterm and final grades in BANNER and in CANVAS course by deadlines established by the office of the University Registrar.

- D-faculty member will finalize and post complete course materials to CANVAS no later than the first day of classes in a specific term.

- D-faculty member will leave unaltered any university "inserted" (non-content related) announcements/information. These may include, but are not limited to, information regarding last day to withdraw, specific institutional deadlines, support services, student evaluation of instruction, and approved by the ODL.

- D-faculty member will use the CANVAS course to supplement classroom instruction, rather than as a replacement for actual classroom instruction, as it pertains to Web-enhanced (E) courses.

Appendix B

Ownership of Copyright Agreement

Grambling State University
Ownership of Copyright Agreement

Office of Distance Learning

I, _____, acknowledge that I am employed under
a contract of service with Grambling State University (GSU) and that Grambling
State University is the first owner of copyright in any and all development of
copyrightable works I create in the course of my employment.

I further understand and acknowledge that all course content developed specially for
GSU is the property of Grambling State University.

_____   _____

Employee signature   Date

_____   _____

ODL Director   Date

Appendix C

Online Course Development
Best Practices Checklist

ONLINE COURSE DEVELOPMENT BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

Grambling State University
Spring 2019

Introduction

The *Online Course Best Practices Checklist* that was designed as a guidance to aid faculty and/or instructional designers in developing quality courses for online delivery. In using the checklist it would be simple to identify the necessary and desirable attributes and best practices that an accomplished online course would have. The *Online Course Best Practices Checklist* consist of six sections or categories which provide a roadmap to developing a high quality course. The checklist guide begins with 'Start Here' and continues on with course design/organization, aesthetic design (appearance), interaction and collaboration, effective use of technology, and assessments.

It is suggested that the *Online Course Best Practices Checklist* may serve as a series of benchmarks that can be used to provide formative assessments of online courses. The instructor may use the checklist with any online course being developed or offered as a self-assessment, or with another faculty member, together with the Department of Distance Education. Note that this assessment rating instrument is not intended to be used in any faculty performance-related evaluation. Further, the Department of distance Education requires that the online instructor whose course is being assessed should be consulted during the assessment process and provided a means to question and discuss any negative assessment of his/her online course.

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This checklist provides a roadmap to developing a high-quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments. In addition, the course design shows a good faith effort to ensure universal access for all students and meets Section 508 standards of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Use the columns to the right of each statement to assess whether or not the course contains that particular element. Place a ☐ next to the item if the statement has been met. Not applicable (N/A) is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

| Course Title | Section# |
| Instructor | Date |

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	☐	N/A	COMMENTS
Start Here Or Getting Start (QM)			
Instructor Message (video)			
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, readings lists and course materials are listed.			
Learning objectives are clearly stated for each chapter.			
Course Student Learning Outcomes are stated. (in syllabus)			
Course communication instructions/guidelines are stated (i.e. Instructor email guidelines). (in syllabus and course)			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented. (in syllabus)			
Specific technology requirements are stated. (in syllabus and course)			
Late and make-up work policy is clearly stated. (in syllabus)			
Student support: Course contains extensive information about being an online learner and links to campus resources. (in syllabus and course)			
An orientation for the course is offered, online. Navigation Videos			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.	☐	N/A	COMMENTS
Course is well-organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			

Content is appropriate for student learning of course objectives.	☐		
Course schedule (calendar) is summarized in one place and clearly identifies overall plan of the course.			

Accessibility issues are addressed: color compliance and screen readability. (font size at least 14pt)			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic design

Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other elements key to presenting the course material.	☐	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content. (no animation)			
Images are accompanied by text descriptions (Alt text) or captions for images that require a more complex description. (required)			
Typeface is easy to read. Documents are created using Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.	☐	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders. (24 to 48)			
Instructor email response time is clearly stated.			

Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).		
Course promotes an active discussion area which encourages students to reply to each other. Must reply to at least two other classmates.		

Contact is initiated with students in a variety of ways: (Select all that apply.)

☐ Announcements   ☐ Phone conversations

☐ Participation in discussion board   ☐ Chat sessions or virtual meetings

☐ Email   ☐ Voice enabled messages

☐ Participation in online group collaboration projects

☐ Face-to-face meetings (review sessions, scheduled meetings)

Communication/collaboration tools used in the course:

☐ Email   ☐ Chat room   ☐ Discussion board

☐ Whiteboard   ☐ Collaborat   ☐ Student presentations

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology into the online course and its use in a variety of formats that help students to achieve course goals and objectives.	☐	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			
What tools are used in the course? (Select all that apply) ☐ Email ☐ Chat ☐ Journals ☐ Calendar ☐ Gradebook ☐ Video/DVD ☐ Graphics/Images ☐ Wikis ☐ Image Database ☐ Blogs ☐ Animations ☐ Whiteboard			

| □ Audio | □ Survey | □ Podcasts | |
| □ Quiz tool | □ Glossary | □ presentations/portfolios | |

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	□	N/A	COMMENTS
Assessments are used throughout the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments. (TurnITin)			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
Appropriate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are composed of question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

Southern Association of College and Schools
Commission on Colleges
SACS (added February 2019)

STANDARD 10.6 – Distance and Correspondence Education

An institution that offers distance or correspondence education:

   (a) Ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

   (b) Has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs?

   (c) Ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

(a) Ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Canvas by Instructure is Grambling's Learning Management System (LMS). Canvas' platform provides more modern, mobile, and user-friendly features for collaboration, engagement, and assessment. Canvas allows us to integrate our digital and academic lives without sacrificing the privacy of either.

Every user is assigned their own user account so that only they can access their courses. Each user account should be accessible only by entering a username and password in order to safeguard users' privacy. Your username is unique as it is the Gnumber given upon successfully registering at the university. The password is in the generic form of gsucanvas. Users must change password after initial log in. You need a username and password for two (2) reasons: 1. To maintain the security of your account. It will ensure that no unauthorized parties can access your courses and information. 2. You can only access your account once you have entered your username and password. The username and password are a secure method of keeping your information private. Students should never reveal their log-in names and passwords to anyone. Instructors shall ask students never to reveal their log-in names and passwords to anyone. Additionally, the University has incorporated user authentication software and proctoring solutions to further ensure that the student who registers in a distance course or program is the same who participates in and completes the course or program and receives the credit.

SmarterID is a cutting-edge user authentication system that uses facial recognition to validate identity and document attendance. We are actively verifying student's identity which is difficult to do with students doing coursework remotely outside the classroom. This state-of-the-art system requires no change in delivery method or modifications of course design. After a brief initial setup that includes taking a picture of a valid ID and uploading it, a student is "registered" in the system and ready to go.

SmarterProctoring is the industry's only complete suite of proctoring solution including a proctoring management system that organizes and manages all proctoring modalities including virtual testing center, virtual proctoring, in-person proctoring, and automated proctoring. The software is delivered inside our Canvas LMS so that the proctoring process is centralized. This allows us the flexibility to select the proctoring modalities that best meet students' needs.

Some midterm and all final exams will be proctored for all online courses and select blended courses when the instructors administer the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Students taking proctored exams should consider themselves to be in class. If they are not comfortable taking a test in their room, they should select a location (such as a library) where they can work and show their environment. It is as much part of their responsibility as having computer and internet access that meets the institutional standards. Students do not have a right to privacy in taking tests in traditional classroom; in fact, they are closely supervised. The same holds true for the proctored environment.

Additional SmarterID and SmarterProctoring information is found on Office of Distance Learning link:
http://www.gram.edu/offices/academic-support/distance-learning/

(b) **Has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.**

Faculty members teaching online/hybrid courses are responsible for creating and maintaining an online teaching and learning environment that provides for the privacy and security of students' personal data and coursework. Accordingly, online/hybrid instructors will enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students' educational records. The University's policies and procedures are used to ensure that students' FERPA rights are protected. The policy and procedure is outlined in the undergraduate and graduate catalogs and is applied to online, hybrid, and traditional on-campus courses alike.

To further ensure student privacy in online/hybrid courses, these procedures shall be followed:

1. Protection of student information, course data, and student participation is required by all Grambling State University faculty and staff involved in the design, development, delivery, and administration of online/hybrid courses. Grambling State University will only authorize the use

of learning management systems that employ at least 128-bit encryption methods and require unique log-in names and secure passwords that meet industry standards for length and complexity.

2. Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.

3. Instructors shall use the gradebook provided by the learning management system and/or the Banner gradebook, which prohibits students from accessing other students' grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.

4. Grades for discussion board participation, online student examinations, and written assignments are confidential, and are only accessible by the individual student, the course instructor(s), Office of Distance Learning staff and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.

5. Material from online/hybrid courses provided by course instructors to be used in program assessment reports will not include the identity of individual students; Office of Distance Learning staff will be responsible to ensure that no information specific to identified students will be included in such reports.

6. Instructors shall ask students never to reveal their log-in names and passwords to anyone.

7. In all University-related business and classroom interactions conducted via e-mail, students and instructors are required to use their Grambling State University email account.

http://www.gram.edu/offices/academic-support/distance-learning/

(c) Ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Grambling State University does not charge fees to verify student identity. Therefore, no notice needs to be provided to students at the time of registration.

Section 14: Transparency and Institutional Representation

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (*Comprehensive institutional review*) **[Off-Site/On-Site Review]**

   X   Compliance   Non-Compliance   Not Applicable

NARRATIVE

All programs delivered through Distance Learning are required to adhere to and follow all appropriate standards and policies as set forth by the institution. The policies and procedures manual for Distance Learning is inclusive of all guidelines/policies for students enrolling in online courses/programs, faculty teaching online courses, online course development and review, instructional delivery formats and course/program evaluation. Grambling State University (GSU) has systems in place to verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program (Smarter ID & Smarter Proctoring). The University also verifies the identity of the student who participates in class or coursework using a secure login and pass code security system. Upon admission to GSU, each student is issued a student number that is automatically generated by the University's student system (Banner). Once the student completes the registration process, the student is then issued a secure username and password. Student login information for the University Learning Management System (LMS) is securely disseminated via the Office of Distance Learning.

GSU's secure student management infrastructure is comprised of four integrated systems that facilitate student identity verification: 1) network login; 2) Banner® institutional student information system; 3) Canvas learning management system; and 4) Microsoft® Outlook Live student email system. Each of these systems ensures that the network is secure, including student identity. Canvas, the University's learning management system, meets or exceed standard security requirements. Canvas requires a unique login and password for all users, and only students registered for the course can access the content. GSU also ensures that students are aware of how to appropriately use technology, including how to manage their passwords and accounts (*Appropriate Use of Technology*).

Grambling State University has written policies and procedures for protecting the privacy of students, regardless of the mode by which a student receives instruction. The University complies with the Family Education Rights and Privacy Act (FERPA) to ensure student privacy and record confidentiality. The University adheres to the same privacy standards for online students as it does for students instructed in the traditional format. Student information is protected and not disclosed, unless the student requests. The Registrar's Office disseminates FERPA information via University website.

The University also protects student privacy though a myriad of policies pertaining to information technology (*Appropriate Use of Technology*). The University campus network is protected by an Internet firewall that controls access to campus computing resources. University websites use verified Secure Sockets Layer (SSL) certificates to ensure encrypted communications and trusted site verification. Additionally, Grambling State University currently has no additional student charges associated with verification of student identity. GSU does not have branch campus or off-campus instructional sites.

SUPPORTING DOCUMENTATION

1. Student Login Information
2. Canvas Security Requirements
3. Appropriate Use of Technology
4. 2016-2018 Student Handbook
5. 2016-2018 Catalog
6. GSU Website—FERPA Forms and Distance Learning Policies
7. Distance Learning Policies and Procedures manual
8. Smarter ID & Smarter Proctoring information

Appendix D

Learning Management Systems Use Policy

Learning Management Systems Use Policy

POLICY STATEMENT

To assist the University in maintaining compliance with applicable policy, procedures, and law, this policy addresses important considerations in the use of a Learning Management System (LMS) at Grambling State University. The Office of Distance Learning administers the LMS to ensure optimal performance, manage user accounts, safeguards user privacy and data, and provide technical support for University faculty and students.

Instructure Canvas is the official LMS supported by the University. This policy applies to all faculty, staff, students, and others who use Grambling State University's instance of Instructure Canvas, herein collectively referred to as "Canvas".

This policy does not cover independent use of any LMS which is not supported as the official University LMS, nor external tools not managed by the University which instructors might deploy to supplement their courses (e.g. external blogs, wikis, e-packs, etc.).

PROCEDURES and RESPONSIBILITIES

The Office of Distance Learning (ODL) staff supports faculty instructional efforts to utilize Canvas for traditional and non-traditional classes. The ODL staff administers the LMS, provides technical support, offers instructional design services, and delivers training to faculty in best practices of online course development and instructional technology implementation.

The ODL also intends to improve student success by ensuring optimal performance of the LMS by overseeing system access authorizations, managing account creations, maintaining system operations, training users, and providing technical support.

Applicability - This policy shall apply to faculty, staff, and students utilizing the University LMS for instructional and/or learning purposes.

LMS Appropriate Use Policy:

1. All users of the LMS must adhere to the University's Information Technology policy http://www.gram.edu/offices/infotech/support.php

2. Delivery and access to copyright materials in LMS must comply with Copyright Law (Title 17 of the United States Code http://www.copyright.gov/title17/). In addition, copyright use must comply with University Policy. Please note that Canvas may restrict access to course materials for which authenticated users do not have the authorized use of copyright text, images, etc.

3. Grambling State University is not responsible for the accuracy, integrity, and/or legality of the content uploaded to the LMS by its students, staff, or faculty. The University is not responsible for content linked from LMS to external web sites.

4. All users of the LMS must not use the system for purposes other than University-affiliated activities. Only sponsored agencies connected to the University including accrediting agency representatives, presenters, and course observers may be granted access to Canvas with approval from the appropriate channels including academic Chairs and Deans or other University Executive including the Provost or the President's office. Office of Distance Learning staff should be notified when course owners add any external agent has been added to the system.

5. All employees who have access to student information in the LMS are required to adhere to the safeguards included in the University's Family Educational Rights and Privacy Act ("FERPA") Policy to prevent the unauthorized disclosure of protected student information.

6. All users of the LMS are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned.

7. Access to the LMS is granted to currently enrolled students and instructors of record for published term courses. Course rosters are generated via official enrollments in Banner. Course owners and administrators should not grant course access to students not listed in the official roster using student email addresses.

8. Faculty and staff hosting a course in Canvas shall comply with all applicable state and federal laws and all institutional rules, policies, and procedures.

9. Illegal content or content that is in violation of the University's policies or contractual agreements shall be removed from a course account if requested by the instructor of record or other appropriate academic administrator.

User Management and Access

1. All users of LMS must access the system through a designated account generated from Banner in conjunction with Office of Distance Learning.

2. The instructor(s) of record (IOR) and students enrolled in a course as listed in Banner will have access to the course site in the LMS. Official student enrollments will be managed from Banner including adding new students, student withdrawals, and drops.

3. For purposes of managing program curriculum and continuous quality control, departmental chairs and designated college leaders can request course access from ODL staff and will be granted access to term courses to review and perform assessment activity including, but not limited to, viewing learning outcomes, course analytics, and usage.

4. Faculty may not use Departmental Class Shells or Term Course Shells on behalf of external users and former students and extend system access to said users for the purposes of pursuing activity unrelated to official University business. Any such accounts discovered will be removed by Instructional Technology staff.

5. Access to the LMS may be disabled or suspended for users who display inappropriate behavior per the University's Acceptable Use Policy and other guiding policies that define appropriate conduct for University employees and students. Students who misuse the LMS will be referred to the appropriate University judicial body.

User Responsibilities
1. All users are responsible for conformance to University policies and procedures, as well as meeting technical requirements to access course content.

   - Users must have reliable access to internet.

   - Users must regularly upgrade their personal browsers to meet minimum requirements for accessing LMS content. The current LMS is designed to operate efficiently in the latest two versions of the chosen browser. ODL recommends that users use the latest version of Mozilla Firefox for best results. Other acceptable browsers include Safari and Internet Explorer.

2. Faculty should notify the Office of Distance Learning of their intent to integrate third-party software, external applications, and e-packs which may require additional support and/or result in additional integration costs for the University and or student.

3. Faculty should ensure that all content meets ADA requirements for accessibility. Faculty who need assistance with meeting ADA requirements should contact Office of Distance Learning staff for assistance with tools and support to develop compliant content.

4. All users must maintain an air of decorum when creating personal profiles. This includes profile pictures and display names. Users may not create profiles containing demeaning or derogatory language nor images deemed as vulgar or otherwise offensive. Users may report offensive profiles to the ODL staff. Any profiles reported or discovered will be investigated and removed accordingly.

Support

The Office of Distance Learning is responsible for technical support of the University LMS and does so by providing 24/7 technical support for the LMS 365 days a year. On-campus users can visit the ODL offices in Nursing Building rooms 108, 109 and 116 to receive assistance during regular University business hours on weekdays.

Users can also obtain help outside of regular business hours by using one of the following methods:

1. Email the dlhelpdesk@gram.edu

2. Phone the office at 318.247.6321,6411,2871

3. Visit the FAQ page on distance learning website

4. Faculty and Students Support: email with up to a 2 day response via support@instructure.com

<u>Training for Users</u>

The Office of Distance Learning regularly offers LMS and other educational software training workshops, one-on-one consultations, webinars, and group trainings. The training schedule is located on Banner and faculty may register for sessions that meet their needs at:

https://bappas2.gram.edu:9000/pls/gram/twbkwbis.P_GenMenu?name=homepage

As well, faculty may utilize the Distance Learning Training Lab for videos, customized training sessions and/or to receive individual guidance on distance learning courses from ODL staff.

Appendix E

Online Faculty Supplemental Guide

Grambling State University
Office of Distance Learning
Online Faculty Supplemental Guide

The Office of Distance Learning (ODL) provides the opportunity for faculty members to use technology in the delivery of instruction and to enhance both teaching and learning. Studies indicate that distance learning can be as effective as the traditional format when the methods are appropriate to the teaching tasks, there is student-instructor interaction, and the instructors provide students with appropriate and timely feedback.

In order to comply with Southern Association of Colleges and Schools (SACS) standards for distance education and to meet the increasing demand for online courses, it is critical that Grambling State University (GSU) provide training and support for its faculty in developing and teaching high quality online courses. This training and support will enable faculty members to effectively integrate and implement new technologies into their courses to enhance their online course management and teaching skills. It will also support GSU's priorities of increasing online course and program access and increasing student enrollment. Finally, high quality online and blended/hybrid courses support GSU's mission by providing educational access and opportunities to students in Louisiana, the nation and the world.

Online Training and Certification

Faculty members who want to be certified to teach online at Grambling State University must complete the Online Certification Process or provide verification of completion of an online certification course from another institution. Contact Eldrie B. Hamilton (hamiltoneb@gram.edu) for more information.

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also have the following personal characteristics to enhance the teaching role:

- A positive attitude towards online courses

- An understanding of the special needs of online learners

- A good working knowledge of the university LMS

- Excellent interpersonal skills

- Adaptability and versatility

- An ability to use interactive technologies

- A commitment to timeliness in responding to students

- An interest in trying new forms of communication with students

- An understanding of accessibility requirements

- Organizational skills allowing for easy course navigation

We invite you to get certified to teach online. Here's the five step ***Online Certification Process:***

1. Faculty member receives authorization from Dean or Department Head to participate in online certification.
2. Faculty member must complete LMS training.
3. Faculty member must complete the Designing Your Online Course workshop.
4. Faculty member must complete the Applying The Quality Matters Rubric workshop.
5. Faculty member must take one semester or 3-6 months to develop the course prior to online delivery. Additional in-house workshops may be required.

Canvas LMS training – Canvas is your Learning Management System at Grambling State University. Canvas gives you access to your online, hybrid, and web enhanced courses. Student success is at the heart of Canvas. Utilize all the tools available to help you succeed in your learning and teaching experiences. The training explores the nuts and bolts of our university LMS, including hot to set up your course, communication tools, adding content, assessments, rubrics, grade book, etc. A Canvas competency exam will be administered after Level 2 training.

Course Length: 11:00 am – 1:00 pm Tuesday and Thursday (ongoing throughout the year)

Delivery Mode: Face-to-Face in campus Distance Learning lab located in Nursing Building 116

Instruction: Facilitated by Office of Distance Learning

Registration: Log into Banner, click on Distance Learning User (below Faculty Advisors)

Fee: Free

Designing Your Online Course (DYOC) – The Designing Your Online Course workshop includes an overview of the QM Rubric and provides a framework for participants to design an online course plan. An integral element of the workshop is exploration of the eight General Standards of the QM Rubric, focusing on learning objectives and overall course alignment. Participants will complete a Module Planning Worksheet to design one module of an online course. The worksheet includes course and module learning objectives, assessments that align with the learning objectives, instructional materials that support the learning objectives and activities, and tools and media that enhance student interaction with classmates, content, and the instructor.

Course Length: Two weeks

Delivery Mode: Online (Asynchronous)

Instruction: Facilitated by QM

Registration: Contact Office of Distance Learning for dates

Fee: $150 paid by GSU Office of Distance Learning for one attempt only

Applying the Quality Matters Rubric (APPQMR) - QM's flagship workshop on the QM Rubric and its use in reviewing the design of online and blended courses is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors. It is particularly helpful to those new to QM or those considering the adoption of a quality assurance process for online and blended learning.

Course Length: Two weeks

Delivery Mode: Online (Asynchronous)

Instruction: Facilitated by QM

Registration: Contact Office of Distance Learning for dates

Fee: $200 paid by GSU Office of Distance Learning for one attempt only

Once training is completed, please be sure to print proof of completion including certificates or other documentation and provide that to the Office of Distance Learning where it will be copied and placed in the faculty member's file.

*As an instructor in online courses, your role is to provide students with the same high-quality instruction they would receive in the face-to-face campus classroom. The most important qualification an instructor brings to an online course is the knowledge of the course content and the ability to communicate this knowledge to the students in an interactive and engaging manner.

Distance Learning Staff & Technical Support

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The Office of Distance Learning is open from 7:30 AM to 5:00 PM Monday through Thursday and 7:30 to 11:30 AM Friday. The ODL is located in the School of Nursing Building. For additional assistance contact the dlhelpdesk@gram.edu.

Tech Support for your GSU e-mail account is handled through the University Information Technology Center (ITC) located in Jacob T. Stewart. For Student Internet or e-mail support email: helpdesk@gram.edu

To view the complete Distance Learning Policies and Procedures Manual go to the Distance Learning webpage.

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