

K-State at Salina

Online Course Development, Delivery, and Assessment

Guiding Document

Continuing Education Course Checklist

The following tasks must be accomplished at least one month prior to the course starting date:

Date	Initial	Task
		The Instructor acknowledges that he/she has reviewed the self-assessment tool (Appendix A, pages 11-21) and that the distance course meets the requirements. The Instructor initials this form.
		The Instructor acknowledges that he/she has reviewed the Faculty Expectations and Course Guidelines document (pages 8-10) and will follow these recommendations. The Instructor initials this form.
		The Instructor, Department Head, and Associate Dean of Academics meet to establish the need for and the support of the distance course. This discussion must define faculty workload expectations, room assignment, media equipment, and other resource requirements. The Associate Dean initials this form to signify that this meeting has occurred.
		The Instructor completes the Continuing Education Course Information Sheet and the Course Packet Information for Students and submits it to the Department Head.
		The Department Head and Associate Dean sign the completed Continuing Education Course Information Sheet.
		The Associate Dean submits the completed Continuing Education Course Information Sheet and the Course Packet Information for Students to the K-State at Salina Continuing Education (CE) Coordinator.
		The CE Coordinator prepares a Memorandum of Agreement for Instructors and sends it to the Associate Dean for review and signature.
		The Department Head sends the MOA to the Associate Dean for review and signature. The Associate Dean returns the MOA to the Department Head.
		The Department Head sends the MOA to the Instructor for review and signature.
		The Instructor returns the signed MOA to the CE Coordinator.
		The CE Coordinator sends copies of the completed MOA to the Associate Dean, Department Head, Instructor, and Human Resources (HR).
		The CE Coordinator initiates the Credit Course Worksheet and posts it online for approval by the Department Head and the Associate Dean.
		After approvals from the Department Head and Associate Dean are posted, the DCE Coordinator supplies the Continuing Education Course Information Sheet needed to prepare an Additional Pay Form to HR. Overload pay exception request justifications must be attached for approval.
		HR prepares the Additional Pay form and forwards it to the CE Coordinator for signature.
		The CE Coordinator signs Additional Pay form and forwards it to the Dean for signature.
		The Dean signs the Additional Pay form and forwards it to HR.
		HR enters the Additional Pay funding information and forwards the form to the Provost, with a copy to the Instructor, the CE Coordinator, and the Associate Dean.

**K-State at Salina
Division of Continuing Education**

Continuing Education Course Information Sheet

This Information Sheet must be completed by the Instructor, after consultation with the Associate Dean of Academics and the Department Head.

Semester/Year _____ Department _____

Course Name and Number _____

Course Credit Hours _____ Class Location _____

Beginning Date _____ Ending Date _____

Day and time class will meet: _____ Room Preference: _____

Prerequisite(s) _____ Minimum enrollment _____ Maximum enrollment _____

Textbook information: _____

Delivery Method: (indicate by percentage for each method chosen – must equal 100%)

Telenet II _____ K-State Online _____ Videoconferencing _____ Videotape _____
Tegrity _____ Face-to-Face _____ Guided Study _____ WWW _____

Course Comments (informational comments for student): _____

Instructor _____ Rank _____ EID _____

Campus Address _____ Campus Phone _____ e-mail _____

This course is: Part of Instructor's regular load _____ An overload to be paid to Instructor _____

The instructor will be: Paid by dept. _____ Paid by Cont. Ed. _____

Does instructor want this salary deposited in a Developmental Reserve Account (yes/no)? _____

NOTE: Please attach a complete course description and syllabus for special courses not documented in the K-State at Salina Curriculum Guide.

Instructor Signature and Date

Department Head Signature and Date

Coordinator of Continuing Education and Date

Associate Dean of Academics and Date

To be completed by the DCE Coordinator:

Faculty FTE: _____ Students: _____ Gross Salary: _____ FRS Account: _____

**Kansas State University
Division of Continuing Education**

Memorandum of Agreement for Instructors

In accord with the policies and procedures of the Kansas Board of Regents and Kansas State University at Salina, the department of **(Department Name)** and the Division of Continuing Education (DCE) hereby appoints **(Faculty Name)**, as the instructor for **(Course Number and Name)** using **(Delivery Method)** beginning **(Start Date)** through **(Ending Date)**. It is noted that K-State at Salina's **(Department Name)** simultaneously employs this person.

The instructor will work with the K-State at Salina Division of Continuing Education (DCE) to assure that course textbooks, content and delivery meet or exceed the standards for the course, as determined by the department. This appointment carries no expectation of continuing employment, nor consideration of tenure, nor do the standards of non-reappointment apply (K.S.A. 72-5411 and related statutes).

DCE agrees to pay the instructor, **(Faculty Name)**, the amount of **(Current Rate)** per student per credit hour enrolled in the course. Payment (less fringe benefits) will be disbursed on the day after the last day to drop the course with a refund.

DCE reserves the right to cancel the course when minimum enrollments are not attained or for actions taken by governing bodies.

This appointment begins when verified by the signatures of university officials below.

I understand I must submit necessary employment forms to complete my employment or that they are on file at Kansas State University; I will provide updates as requested.

Instructor Date _____

K-State at Salina Department Head Date _____

K-State at Salina Associate Dean of Academics Date _____

To be completed by the DCE Coordinator:

Course Number _____ Credit Hours _____ DCE Coordinator's Initials _____ Date _____

Course Packet Information for Students
Continuing Education Course Offering

Faculty and Course Offering Information

Faculty Name:	Office Phone #:	
E-Mail Address:	Department:	
Course Reference #:	Course #:	Credits:
Pre-Requirements:		
Course Title:		

Course Information
<p>1. Course Description <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>2. Required Textbook(s) (Author, title, edition, ISBN, etc.) <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below..]</i></p>
<p>3. Optional Textbook(s) (Author, title, edition, ISBN, etc.) <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>4. Additional Materials <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>5. Grading Policy <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>6. How Will Students Submit Assignments? <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>7. How Will Assignments Be Returned to Students? <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>
<p>8. How Will Exams Be Conducted (on-site, take-home, online, etc.)? Do You Require a Proctor? <i>[If it is in your syllabus, you can add a copy of your syllabus or copy-and-paste in the space below.]</i></p>

Faculty Expectations

- Please read the following articles for a suggested course development framework. These articles are available in the Library:
 - a. *Implementing the Seven Principles: Technology as Lever.*
 - b. *Development and Adaptations of the Seven Principles for Good Practice in Undergraduate Education.*
- If you have not taught or taken a course online, you should be willing to learn how to present your course using new strategies and techniques.
- The instructor should:
 - a. be aware of the limitations of the technology available,
 - b. be willing to learn new technologies, tools and software applications necessary for online instruction,
 - c. be familiar with the logon process students must use to access the electronic resources of the library,
 - d. be proficient in use of the K-State Online features for successful online instruction,
 - e. be familiar with accessibility issues,
 - f. understand and follow copyright issues related to online teaching and learning,
 - g. understand FERPA rules and follow learner privacy guidelines, and
 - h. be prepared to spend more, not less, time teaching a class. Online instruction is labor and time intensive.
- Students may require significant technical support as they get started each semester in the online environment. Please take this in consideration during planning of your new course.
- Instructors are expected to utilize the course self-assessment tool (attached) to verify that the new course meets minimum standards for online delivery.
- Online courses must use K-State Online for course management. Other computer-managed systems will not have technical support.
- The development of online courses is valued by the College and can be utilized in the annual evaluation, promotion, and tenure process. Faculty members are encouraged to discuss with his/her Department Head about how to utilize online course development as part of the evaluation, promotion, and tenure process.
- Faculty eligible for overload compensation will be paid at the current rate as established by the Division of Continuing Education, on a per student per credit hour basis. The number of enrolled students will be determined on the day after the last day to drop the course with a refund.
- Faculty will be paid on an overload basis to deliver the online course only if he/she is already teaching a full load (12 credit hours) in which each course section meets the minimum enrollment requirements defined in the University Handbook, Section F (F52-F59).

- Faculty eligible for overload compensation will be paid overload compensation approved by the Provost of Kansas State University that does not exceed the per credit hour prorated amount based upon 80% of the current base salary.
- Exceptions to any of the above provisions must be justified in writing and submitted to the Dean for approval. All overload pay requests must be approved by the Provost of Kansas State University.

Course Guidelines

- Faculty will have control over course development, delivery, and assessment.
- Courses should, at a minimum, address the following six criteria (see self-assessment tool):
 - a. Instructional Design
 - b. Communication, Interaction, and Collaboration
 - c. Student Evaluation and Assessment
 - d. Learner Support and Resources
 - e. Computer-Managed System (K-State Online)/Web Design
 - f. Course Evaluation
- It is also recommend that faculty take in consideration the seven principles of good practice in undergraduate education:
 - a. Encourage contacts between students and faculty.
 - b. Develop reciprocity and cooperation among students.
 - c. The course design should use active learning techniques.
 - d. Faculty should provide prompt feedback to students.
 - e. Emphasis should be placed on time on task.
 - f. Faculty should communicate high expectations.
 - g. Faculty should take in consideration diverse talents and ways of learning.
- The course must include comparable course material as the course being taught in a face-to-face format.
- Course objectives and student learning outcomes must be the same as the course being taught in a face-to-face format.
- Online courses may require unique syllabi. Consequently, online sections must have a separate syllabus that is specifically designed for online delivery.
- The syllabus must comply with the university and department's standards and policy.
- The instructor's contact information should be clearly stated in the syllabus.
- The syllabus should also contain:
 - a. Information about accessibility issues.
 - b. Explicit information about plagiarism and academic dishonesty.
 - c. All technical requirements expected of the student.
 - d. A brief orientation to distance education.
 - e. Clearly labeled expectations, evaluation, and minimum standards for each course, including due dates and times.
 - f. Instructions for accessing the Library's electronic resources.

APPENDIX A

Quality Online Courses¹

This document, a *self-assessment* tool, was designed to assist faculty from the College of Technology & Aviation (K-State at Salina) interested in designing or re-designing online courses. This tool can also be used by faculty adapting a face-to-face course to be offered at-distance (online delivery).

It is important to notice that this document was designed to serve as a College-wide guideline for quality online course development. *Faculty, Program Coordinators, and Department Heads are responsible for the initial consideration, selection, development, and assessment of courses for online delivery.*

The objectives of this document are:

- create a useful self-evaluation tool (rubric) that can help faculty develop quality online courses,
- identify "best practices" in online courses, and
- assist faculty, degree programs, and departments in delivering high quality online experiences for students seeking a distance degree, or professional development, from K-State at Salina.

The *self-assessment* is based on six criteria of quality online courses developed by the Illinois Online Network/University of Illinois. The six criteria included in the self-assessment are:

1. Instructional Design
 - a. Structure
 - b. Learning Goals/Objectives/Outcomes
 - c. Course Information
 - d. Instructional Strategies
 - e. Academic Integrity
 - f. Use of Multimedia
2. Communication, Interaction, and Collaboration
 - a. Activities and Opportunities
 - b. Organization and Management
 - c. Group Work
3. Student Evaluation and Assessment
 - a. Goals and Objectives
 - b. Strategies
 - c. Grades
 - d. Feedback
 - e. Management

¹ Adapted, with permission, from Illinois Online Network (ION)/University of Illinois' "Quality Online Course Initiative."

4. Learner Support and Resources
 - a. Institutional/Program Support and Resources
 - b. Academic Support and Resources
5. Web Design
 - a. Layout/Design
 - b. Use of Multimedia
 - c. Use of Images
 - d. Links/Navigation
 - e. Accessibility
6. Course Evaluation
 - a. Layout/Design

For the purpose of this rubric, it is suggested that the following scale be used:

- **Non-Existent:** Not present, but should be, based on course design and content; or present, but not appropriate for this course.
- **Developing:** Some evidence of this criterion, but it needs to be presented more clearly or better developed.
- **Meets:** Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.
- **Exceeds:** Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.
- **N/A:** Not applicable based on course design and content.

Instructional Design

Refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Structure	Sequence	Content is sequenced and structured in a manner which enables learners to achieve the stated goals					
	Chunking	Information is "chunked" or grouped to help students learn the content.					
	Purpose	Purpose of learning activities is clearly presented.					
Learning Objectives/Outcomes	Course Goals and Objectives	Course Goals and Objectives/Outcomes are present and explicitly stated to the learner.					
	Module Objectives	Module Objectives/Outcomes are clearly presented to the learner and are aligned with the larger course objectives.					
Course Information	Description	A course description is provided.					
	Instructor Information	Instructor information is available to student with contact, biographical, and availability information, and picture.					
	Instructional Materials	Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.					
	Credit Hours	Course provides information regarding number of Credit Hours earned for successful completion.					
	Content	A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.					
	Grading Policy	Grading policy is provided, including grading scale and weights.					
	Calendar	Calendar of due dates and other events is provided.					

Instructional Design (contd.)

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
	Technical Competencies	A list of technical competencies necessary for course completion is provided.					
	Technical Requirements	A list of technical requirements such as connection speed, hardware, and software is provided.					
Instructional Strategies	Multimodal Instruction	A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.					
	Knowledge Demonstration	A variety of ways for learners to demonstrate knowledge is provided.					
	Ice-Breaker	At the beginning of the course, students and the instructor are provided with an opportunity to introduce themselves to each other as a way of encouraging synergy within the course.					
	Presentation	The selected tool for each activity is appropriate for effective delivery of the content.					
Academic Integrity	Course Development	Course abides by copyright and fair use laws.					
	Code of Conduct	A Code of Conduct, including netiquette standards and academic integrity expectations, is provided.					
Use of Multimedia	Audio	Audio files have a specific purpose that does not distract from course goals and objectives.					
	Video	Audio files have a specific purpose that does not distract from course goals and objectives.					

Communication, Interaction, and Collaboration

Addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Activities and Opportunities	Student-Student	Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration.					
	Student-Instructor	Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration.					
	Student-Content	Learning activities and other opportunities are developed to foster Student-Content interaction.					
Organization and Management	Types	Course offers separate forums for Community, Course Questions, and Content.					
	Organization	Discussions are organized in clearly defined forums and/or threads.					
	Access	Access is available to individuals and groups based upon discussion's purpose, such as private conversations between student and instructor, group work, and class interactions.					
	Role	The instructor's role in discussion activities is clearly defined.					
Group Work	Task	A statement of the group's overall task is provided, with clear and concise outcomes that are appropriate, reasonable, and achievable.					
	Formation	Rules for forming groups and assigning roles within each are clearly stated.					
	Management	Benchmarks and expectations of group participation are clearly stated.					
	Delivery	A statement of how, when, and where the final product will be delivered is provided.					

Student Evaluation and Assessment

Refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Goals and Objectives	Aligned	Assessment and evaluation are aligned with learning objectives.					
	Communicated	Assessment and evaluation goals are clearly communicated.					
Strategies	Method	Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.					
	Frequency	Assessments and evaluations are conducted on an ongoing basis throughout the course.					
	Tools	Assessment and evaluation tools are appropriate for measuring stated outcomes.					
	Readiness	A tool/reporting mechanism is provided to help determine student's readiness for course.					
	Academic Integrity	Assessments and evaluations are designed and administered to uphold academic integrity.					
Grades	Rubric	Explicit rubric, rationale, and/or characteristics are provided for each graded assignment.					
	FERPA	Defined course procedures for reporting grade information complies with FERPA and institutional regulations on reporting grade information to students.					
	Grading Scale	A grading scale that defines letter grades and/or weights, if applicable, is provided.					
	Penalties	Penalties assessed to grades, if applicable, are provided.					
	Participation	Student participation is defined, and a mechanism for measuring quality and quantity is provided.					
	Extra-Credit	A statement describing whether or not extra credit is available is provided, and any extra credit assignments are described in detail, including where, when, and how any extra credit will be administered and submitted.					

Revised: 08/01/07

Student Evaluation and Assessment (contd.)

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Feedback	When	A statement explaining when students should receive feedback is provided.					
	What	A statement explaining what type of feedback students will receive is provided.					
	How	A statement explaining how feedback will be given is provided.					
Management	Time	A statement of the time allocated for each assessment is provided.					
	Deadline	A deadline for each activity is provided.					
	Availability	A date/time when each assessment will be available is provided.					
	Retake	A statement indicating whether or not the assessment can be retaken is provided.					
	Delivery Method	A description of the assessment delivery method is provided.					
	Submit	Instructions for completion and submission are provided.					

Learner Support and Resources

Refers to program, academic, and/or technical resources available to learners.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Institutional/Program Support & Resources	Policies	Links to institutional/program information and/or policies and procedures are provided.					
	CMS Support	Links to tutorials and other CMS Support sites are provided.					
	Technical Support	Links, E-mail Addresses, and/or phone numbers for technical support are provided.					
	ADA Support	Statement of ADA Compliance and procedure for requesting special services is provided.					
Academic Support and Resources	Glossary	A glossary of terms is available.					
	Orientation	Opportunities for program and course orientation are provided.					
	Resources	A list of academic resources with links to the institution's library, tutoring center, counseling services, and other resources is provided.					
	Gradebook	A gradebook is available for checking progress.					

Web Design

Refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course which are under the course developer's control.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Layout/Design	Consistency	Consistent layout design orients users throughout the site.					
	Fonts	Font type, size, and color are readable and consistent throughout the site.					
	Pop-up Windows	Use of Pop-up windows (windows with specific information, no scroll bars, and no menus) is appropriate.					
	Frames	Windows open in appropriate frames that do not confuse users. The use of additional frames, other than those within the CMS, is avoided.					
Use of Multimedia	Technical Requirements	Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives.					
	Audio Standards	<p>Audio files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> • Audio quality is clear. • Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. • Audio file length is adequate to meet the goals of the activity without adding unnecessary information. • Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in. 					
	Video Standards	<p>Video files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> • Video quality is clear. • Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. • Video file length is adequate to meet the goals of the activity without adding unnecessary information. • Video player required is compatible with multiple operating systems and requires only a standard, free plug-in. 					

Web Design (contd.)

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Use of Images	Image Quality	Images are clear.					
	Image File Size	Image files are optimized for efficient loading.					
	Animation	Use of animation is limited to only those that contribute to the learning experience or support the course content.					
Links/Navigation	Consistency	Navigation aids are located in the same location; graphics used as links are consistent.					
	Hyperlink Identity	Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based on visual cues such as color, underlining, and text directives (e.g., Start here).					
	Hyperlink Function	Course has no broken links.					
	Hyperlink Target	Hyperlinks open in appropriate windows or frames.					
Accessibility		<p>Course design indicates a conscious effort to comply with or exceed Level 1 of Accessibility standards.</p> <ul style="list-style-type: none"> • A text equivalent for every non-text element is provided (e.g. Alt Text, Transcripts, etc.) • Captioning options is available for audio portions of multimedia presentations. • Redundant text links are provided for links embedded on server-side image maps. • Information conveyed with color is also available without color. • When a Web page requires that an applet, plug-in, or other application be present on the client system to interpret page content, the page provides a link to the needed plug-in or applet. • When a timed response is required, the user is alerted and given time to indicate that more time is required. • Row and column headers are identified in data tables. 					

Course Evaluation

Refers to the processes and mechanisms used to elicit feedback from learners for the purpose of course improvement.

Criteria	Sub-Criteria	Measurement	Non-Existent	Developing	Meets	Exceeds	N/A
Layout/Design	Physical Course	Opportunities for learner feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) are provided.					
	Instruction	Opportunities for learners to offer feedback to instructor on instructional strategies are provided.					
	Content	Opportunities for learners to offer feedback on course content are provided.					