



## **DISTANCE LEARNING POLICY**

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# Athens State University Distance Learning Policy

## I. Institutional Policy and Issues

### A. Purpose:

The purpose of Athens State University Distance Learning Policy is to assure high quality in the delivery of distance learning with regard to instruction and procedures. This policy is developed in accordance with the authority granted to the President of Athens State University by the State Board of Education and the Chancellor of the Alabama College System. Athens State University approaches its distance learning activities with the recognition of its mission to assist students of the Alabama College System in the timely achievement of their professional and career goals.

### B. Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs:

Distance learning activities comply with the SACS “Best Practices for Electronically Offered Degree and Certificate Programs,” as well as standards set forth by accrediting bodies The Association for Collegiate Business School Programs (ACBSP) and The National Council for Accreditation of Teacher Education (NCATE). The courses that are offered via distance learning meet the same quality standards as those that apply to campus-based instruction. Elements of single courses or programs are designed to address the specific needs of distance learners who are likely to enroll.

### C. Definition:

For purposes of this policy, distance learning is defined as instruction delivered via (1) the Internet on Blackboard<sup>®</sup> (asynchronous and synchronous), (2) interactive teleconferencing, (3) audio/video media, and (4) emerging technologies.

### D. Review of Distance Learning Policy:

The responsibility for evaluating and revising the Distance Learning Policy resides with the University Distance Learning Policy Committee (UDLPC), formerly called the Distance Learning Task Force, which is composed of faculty members from each college, administrators from each college, and various university administrative areas. This committee reports to the President.

## II. Curriculum and Instruction:

### A. Academic Integrity of Distance Learning Courses:

Distance learning courses are comparable to campus-based courses in terms of: (1) syllabi, (2) textbooks, (3) grading, (4) methods of evaluation, and (5) expected learning

outcomes. Distance learning courses are subject to the same policies as stated in the University catalog for campus-based courses.

## **B. Oversight of Courses:**

Like all academic activities, distance learning at Athens State University operates under the purview of the Vice President for Academic Affairs. The University Curriculum Committee (UCC), which is made up of faculty from each college, reviews all courses to be offered at Athens State University. Athens State University adheres to the policy that all courses of the same prefix and number are equivalent, regardless of mode of delivery.

The process for approval of courses for distance learning is as follows: When a faculty member desires to offer a new course, a Distance Learning Approval Form must be submitted to the Dean (see Appendix A). The Dean will call a meeting of the College's Distance Learning Committee (DLC), which is composed of faculty from that college. Along with the Dean, the Distance Learning Committee will review the proposed distance learning courses to ensure that all standards are met, as set forth in this policy. Upon recommendation of the committee, the Dean may return the proposal to the professor(s)/departments for required changes, as appropriate to meet requirements established by this policy, Southern Association of Colleges and Schools (SACS), and other accrediting bodies (NCATE, ACBSP, etc.). If approved as originally proposed or as revised, the Distance Learning Committee will forward the proposal to the College Dean for approval. Upon approval of the College Dean, the proposal will be sent to the University Curriculum Committee for approval to ensure appropriateness to the University's mission. This committee will forward its recommendation to the office of the Vice President for Academic Affairs for final approval. (See Appendix B.)

If an existing course is converted to a distance learning format, the course will be reviewed under Blackboard<sup>®</sup> by the College Dean to ensure that it meets all criteria of consistency of content and method of evaluation.

It is the responsibility of the faculty to ensure that the rigor of programs and quality of instruction are maintained within their courses.

## **C. Course Review:**

All courses, whether campus-based or distance learning, are reviewed either by observation or examination of posted Blackboard<sup>®</sup> material by the College Dean, to ensure that all criteria are met as set forth in this policy. Results of the review are discussed with faculty to ensure that appropriate changes are made to improve the curriculum. Ongoing monitoring of all distance learning courses on Blackboard<sup>®</sup> is the responsibility of the College Deans. Upon the recommendation of the College Dean, the DLC will be reconvened if further review of a particular course is deemed necessary. Criteria will include, but will not be limited to faculty evaluation, student satisfaction, student learning outcomes, and student retention.

**D. Faculty Interaction With Students:**

Communication is essential to the success of all courses. Specific requirements for planned interaction and timely feedback between students and faculty are detailed in course materials and presented on Blackboard<sup>®</sup>, whether in a distance learning course or a campus-based course. Methods of interaction may include e-mail, phone, fax, chat, or discussion board.

**E. Faculty Responsibility:**

The instructor is responsible for the course content, delivery of instruction, for evaluating student progress in distance learning courses, as well as for campus-based courses. Faculty is also responsible for timely communication in a distance learning course. Faculty will evaluate courses every semester in which a particular course is taught to determine currency of materials.

**F. Accessibility (ADA):**

As with campus-based courses, students taking distance learning courses may request accommodations to meet individual needs of the learner. In distance learning courses, special arrangements may be made to deliver the course in an alternative format as needed.

**G. Intellectual Property and Third Party Providers:**

Distance learning courses are frequently designed and disseminated by other colleges, universities, corporations or non-profit organizations. In the event that Athens State University wishes to purchase or lease modules or entire courses from a Third Party, such courses or modules must be evaluated to ensure that the materials meet all quality criteria set forth by the University, before any legal agreements are signed between parties.

**H. University Honesty Policy:**

University policy states that it is the responsibility of each student to be familiar with the Honor Code and policies concerning academic dishonesty. Academic dishonesty includes plagiarism, cheating, fabrication, aiding and abetting dishonesty, collusion, and unauthorized possession or distribution of academic materials. The honor code and university judicial procedures will be followed in the event of academic misconduct. Copies of the honor code and judicial procedures can be found in the Athens State University Student Handbook (See Appendix C), available online at: [http://www.athens.edu/studentactivities/Student\\_Handbook.pdf](http://www.athens.edu/studentactivities/Student_Handbook.pdf)

## **I. Copyright Compliance:**

Faculty is expected to understand and adhere to the copyright law of the United States (Title 17, United States Code), as updated by the Technology, Education, and Copyright Harmonization Act (TEACH Act). Copyright law must be followed when performances, displays, copies or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material on Blackboard® or other online sites. Under the TEACH Act, it is permissible to make copyrighted materials available to students, providing that such materials (1) do not exceed an amount or duration comparable to that typically displayed in a live classroom setting; (2) are directly related to the course content; (3) are an integral part of the teaching content; (4) are intended solely for and are available only to students enrolled in the course; and (5) are retained only for the class session. The students must be notified that the materials may be subject to copyright protection. Athens State University has appointed a Copyright Agent, Dr. Ron Fritze. This copyright information is also available on the ASU web site [www.athens.edu](http://www.athens.edu).

## **J. Testing Policies :**

Testing Centers are provided for students to take proctored exams if necessary. A testing center is available on the Athens campus, as well as other centers across the state. In addition, faculty may use Blackboard® or Secure Exam® under Blackboard® to give tests.

### **1. Proctored Examinations in Distance Learning Courses Offered Through Athens State University**

Tests will be given as scheduled. The instructor is not obligated to repeat or remind students of tests and assignments dates. It is the student's responsibility to acquire notes and assignments from the website. No make-up tests will be given unless approved by the Instructor.

Procedure for Students Taking Athens State University Proctored Examinations in DL Courses:

- a. Present a valid **picture** I.D. (for example, state drivers license) to the instructor/off-campus center site manager/computer lab manager or other approved proctor personnel.
- b. Sign the test register before receiving your test.
- c. Leave textbooks, book bags, notes, etc. at an area to be determined if designated by the proctor.
- d. Sit in the designated area.
- e. Have only your test, unless otherwise indicated by the proctor.
- f. Complete your test in one session. You must allow enough time to finish your test in the appropriate designated time period.
- g. If you have questions, concerns or needs, ask the proctor for assistance.

- h. Do not talk to other students during testing.
- i. Do not leave the test area during testing, unless approved by the proctor.
- j. Turn in your completed test and any other materials approved by the proctor.
- k. Sign out upon completing your test.

**2. Policies Relative to the Role of Proctor in Distance Learning Courses Offered Through Athens State University**

- a. Proctors shall not be degree-seeking students at Athens State University or the educational institution administering the exam.
- b. When monitoring an exam, a proctor shall remain in the room where the exam is being taken for the entire duration of the exam, unless relieved by another proctor. Proctors may not authorize others to serve as temporary substitute proctors unless those individuals acting as substitutes are authorized by the institution to be proctors. Proctors may not leave the room unless important safety and health exigencies require it.
- c. Proctors shall not be a social acquaintance or relative of a student taking the exam.
- d. Proctors shall not be a co-worker of the person taking the exam.
- e. Proctors shall not be a subordinate who operates within the line of authority of the person taking the exam.
- f. Proctors shall be cognizant of the proper role of a test administrator; such training shall include familiarity with Athens State University policies affecting the administration of exams in a proctored setting.
- g. Proctors shall report cheating and all other forms of academic misconduct known to them as a result of the role of exam proctor.
- h. Proctors shall not assist students in any way during the exam with regard to understanding, interpreting or answering questions on the exam.
- i. Proctors shall make all efforts to maintain an environment in the examination room that is conducive to concentration and the taking of exams. Use of electronic communication devices (i.e. cell phone) is strictly prohibited for all people in the room. The proctor shall prohibit loitering or socializing in the exam room by persons not taking the exam. Other acts of socializing during the time of the exam that might disturb the environment in the exam room are prohibited.
- j. Proctors and all others in the exam room may be monitored via a camera, with the approval of the site administrator

**3. Proctored Distance Learning Testing for Overseas/Military Students Offered Through Athens State University**

The test proctor is to be chosen by the student and approved by Athens State University. The proctor should be someone in the company/military who is in a supervisory or human resource position and cannot be a peer or an immediate supervisor. Preferably, the proctor should be someone from the appropriate military testing center.

Responsibilities of the proctors include:

- Receiving, administering and returning exams
- Acting as the liaison between the local facility and Athens State University

(See Appendix D.)

### **III. Faculty:**

#### **A. Faculty Qualifications:**

Faculty members who teach distance learning courses must meet the same qualifications as faculty who teach campus-based courses at Athens State University. All faculty must possess at the minimum a master's degree with eighteen (18) semester hours of specialization in the teaching field. Adjunct faculty is held to the same standards as full-time faculty.

#### **B. Faculty Training:**

Athens State University provides a variety of training workshops and individual training for faculty in the use of Blackboard<sup>®</sup> and Tegrity<sup>®</sup>. This training includes information regarding effective online pedagogy. Faculty may not teach distance-learning courses unless this training has been completed. Training will be provided as needed to ensure faculty remain current in the use of the technology.

#### **C. Faculty Evaluation:**

Distance learning faculty is evaluated in the same manner as those who teach campus-based courses. Student evaluations are completed online in all courses, whether campus-based or distance learning. The results are used to guide course revision and are given to the faculty member, appropriate college deans, and the Vice President of Academic Affairs.

#### **D. Faculty Teaching Load:**

Faculty members teaching distance learning courses receive the same credit toward their teaching load as do faculty who teach campus-based courses. The decision as to how many distance learning courses a faculty member may teach is left to the discretion of the College Dean. The Dean of each college sets the enrollment limit for each distance course taught by that college. The most important factors in setting an enrollment limit are (1) the enrollment limit already existing for the same course when offered on campus, (2) the special needs and requirements of the course, and (3) the recommendations of the professor teaching the course.

**E. Faculty Users Group:**

In addition to training and professional development for faculty related to teaching in distance learning formats, the faculty meets periodically to share information and discuss ideas to enhance effectiveness of courses and quality of courses being taught.

**F. Policies on Intellectual Property and Faculty Compensation:**

Athens State University will follow policy, as stated in the Faculty Handbook, as stated in Section 3.12. (See Appendix E.)

**G. Faculty Support and Supervision:**

Full-time and part-time distance learning faculty are supervised as a regular activity of the Dean of the appropriate college. Distance learning courses and programs are integrated into an appropriate management framework within the University.

**IV. Student Support Services:**

**A. Student Services:**

Distance-learning students apply for admission, register for classes, and check course availability online, as do traditional students. Information is available online at the University website for distance learning orientation sessions, financial aid, placement services, remedial services, counseling and academic advising. Students should consult an advisor before registering for distance learning, as well as campus-based courses. Advising services are available by a counselor and faculty in the individual colleges. An online advising center offers real-time remote advising services. An on-campus visit may be scheduled to fulfill special requests. Athens State University offers remedial services in the areas of math, writing, accounting and research. Students may access a transcript and unofficial transcripts may be printed online.

When a faculty member receives a letter from the Athens State University Disabilities Services Office with regard to necessary academic accommodations for a student with a documented disability, the faculty member should send an e-mail to the student acknowledging the receipt of the letter and a "Request For Accommodations Receipt" form. In the e-mail, the student is given faculty contact information so faculty can discuss the accommodations that will be most helpful in the Distance Learning Class. (Sample e-mail @ [www.athens.edu/counseling/disability\\_services.php](http://www.athens.edu/counseling/disability_services.php)). The faculty should send the completed and signed "Request For Accommodations Receipt" form, and a copy of the e-mail to the Disability Services Office through campus mail. It is not necessary to have the signature of the student if the information is sent by e-mail.

The return of the completed "Request For Accommodations Receipt" insures that the faculty member received the notification and is working to help the student achieve equity in the classroom, and it demonstrates that Athens State University is complying in the classroom with the Americans with Disabilities Act and Section 504.

The faculty member should keep a copy of the information about specific accommodations for the student in the faculty member's files so that that faculty member can work with the student over the semester. Faculty are responsible for helping the student implement the accommodations within the context of the academic environment, whether through classroom, blended, or distance learning delivery.

**B. Student Activities:**

The Office of Student Affairs and the Student Government Association serve as mediators between the faculty, administration and the student body and assist with all student activities. Information concerning student activities and clubs/ organizations is available online for both distance learning students and traditional students:

<http://www.athens.edu/studentactivities>

**C. Student Complaints/Grievance Procedure:**

Any student who wishes to make a formal complaint to the University should refer to the Student Handbook, which is available online:

[http://www.athens.edu/studentactivities/Student\\_Handbook.pdf](http://www.athens.edu/studentactivities/Student_Handbook.pdf). (See Appendix F.)

**D. Marketing of Distance Learning Program**

Advertising, recruiting, and admissions information adequately and accurately represent current distance learning courses, requirements, and services available to students. Athens State University advertises all courses each semester both online and in print.

**E. Library Resources:**

The University ensures that students participating in distance learning courses have access to adequate and appropriate learning resources. Students have access to the University Library and also the virtual library resources within the State of Alabama. Library services available to distance students include the holdings that are accessed through the online library catalog, approximately 40,000 electronic books, online databases, full-text journals available online, research assistance, and inter-library loan. Distance learning students may access the virtual library by using an access login and password that are provided by the Library. <http://www.athens.edu/library>

**F. University Bookstore:**

The Athens State University website provides a link to the Follett Bookstore (the campus bookstore) which provides information for both distance learning students and traditional students. All students may make bookstore purchases using the online service. The bookstore will mail the requested materials to the student.

<http://www.athens.edu/bookstore>.

**V. Distance Learning Facilities and Support Services:**

**A. Distance Learning Equipment and Facilities:**

Athens State University provides the necessary equipment and facilities to effectively deliver synchronous courses at a distance. Video conferencing rooms are available to fully deliver courses. Blackboard<sup>®</sup> is the platform for the Internet-based delivery of online programs. All courses must be placed on Blackboard<sup>®</sup>, whether online or campus-based. Computers with Internet access are available on campus for students who may need to use campus facilities for distance learning purposes. All courses that require laboratories and clinical site visits, which cannot be completed via technology-based distance learning, are handled with special arrangements made by the faculty member and the College Dean.

## **B. Funding for Distance Learning:**

Sufficient funds for the operation of distance learning programs have been allocated to maintain instructional offerings. The annual University budget provides for the maintenance of equipment and networks and the Vice President for Finance is responsible for this budget.

## **C. Institutional Technology Responsibility:**

The University Institutional Technology Department provides the technical expertise necessary for maintaining equipment and networks, so that the delivery of distance learning programs may occur. This is also true for land-based course delivery, as all courses are placed on Blackboard®. A Blackboard® System Administrator addresses student and faculty concerns with the delivery of distance learning and an online Helpdesk is available for equipment problems. In addition, the IT Department provides training of faculty and staff. The IT Department schedules several training modules for professional development during each year and the College Deans may request additional training for faculty and staff on an as-needed basis. The IT Department provides orientation and training modules available online for students.

## **VI. Planning and Evaluation:**

### **A. Institutional Planning:**

The viability of distance learning programs is included in the planning process. Distance learning is planned to meet the University mission, strategic initiatives, goals and objectives, and is consistent with the University long-range planning document. Distance learning is designed and evaluated according to the same guidelines used for on-campus programs. The effectiveness of distance learning is assessed as discussed in this document. Finally, the results of the assessment are used to make appropriate changes to the long-range plan and to the program.

### **B. Educational Effectiveness:**

The office of Institutional Research, Planning, and Effectiveness provides reports of educational effectiveness of distance learning to ensure comparability to campus-based programs. This includes assessments of student learning outcomes, student retention, and student satisfaction. Athens State University collects survey data each year for individual courses, faculty members, and for students. This information is used to make recommendations for course revisions and to better serve the student. (See Appendix G.)

The University assesses student capability to succeed in distance learning programs through a web-based self-assessment instrument and uses the information in advising the student. If the student does not possess the necessary skills, the student is referred to

an advisor to discuss the skills needed to succeed in distance learning. (See Appendix H.)

The College of Education and the College of Business use a pre-test and a post-test to evaluate student outcomes in distance learning, as well as in traditional classes. All faculty provide syllabi and necessary course information on Blackboard® for distance learning courses, as well as for campus-based courses. A common syllabus is used for each particular course. Syllabi reflect course goals, the course requirements, and the expected outcomes, which refer to course goals. The College of Education also uses Live Text, through which student portfolios may be kept for future evaluation of success both in distance learning and campus-based courses. (See Appendix I.)

## **APPENDIX A**

### **Distance Learning Course Approval**

**APPLICATION  
FOR THE  
DEVELOPMENT OF A NEW  
DISTANCE LEARNING COURSE**

**Course number and course title:** \_\_\_\_\_

**School:** ----- \_\_\_\_\_

**Submitted by:** ----- \_\_\_\_\_

**Date:** ----- \_\_\_\_\_

Please respond fully the questions below. Attach a copy of the proposed course syllabus. Submit the completed application and the syllabus to your school dean.

1. Will you have a student orientation for your course? Outline the information that will be provided to the students during the orientation. Will the technological requirements for the student be fully explained? What are those requirements?
2. Have you or will you establish a home page for the course? What will be included on the home page?
3. How and when will you establish the instructional goals and objectives for the course? How will you make sure that the students understand the goals and objectives?
4. Is the content of the online course the same as the content of the on-campus course? How will you insure that students receive the same information regardless of format?
5. Explain the usefulness and the appropriateness of the course assignments you will use in the distance-learning course.
6. As the instructor, describe how you will provide timely feedback to the students.
7. Will you provide avenues for student-to-student interaction such as chat rooms, bulletin boards, etc.? If so, describe what avenue(s) you will use. If not, explain why such interaction is not needed.
8. What student evaluation methods will you use? How are these appropriately used with distance learning? How will you insure that students are doing their own work?
9. What method or instrument have you chosen for evaluating the course? How will you maintain the anonymity of that evaluation?
10. What training have you had in teaching via distance learning? Please list all workshops, courses, seminars, mentoring sessions, etc. that you have had.

## **APPENDIX B**

### **University Curriculum Committee Approval**

See **Faculty Handbook**:

**Section 4.1 Role of Faculty**

**Section 4.3 Curriculum Review Process**

## **APPENDIX C**

### **Student Honor Code and Judicial Procedures**

See **Student Handbook**:

**III. Honor Code (Pages 27-30)**

## **APPENDIX D**

### **Distance Learning Testing**



**Proposal for Non-Proctored Distance Learning Testing Offered Through  
Athens State University**

**I pledge to strictly adhere to the following conditions:**

1. I shall not divulge my username or password to any unauthorized personnel.
2. Only I shall post answers to on-line course assignments using my username and password.
3. Only I shall take the on-line exams using my username and password.
4. I understand that the on-line exams are closed book and I shall not refer to my textbook while taking the exams. Textbooks, class notes, and any other course material shall not be utilized during the exam (unless explicitly told otherwise by my instructor).
5. I shall not divulge the content of the on-line exams to any other student, whether enrolled in the course or not.
6. I shall report any violations made by myself or by others, of this honor code to the instructor.
7. I understand the violation of this honor code shall constitute a violation of the Athens State University Student Honor Code and I shall be subject to the appropriate sanctions as outlined in the Athens State University catalog and Student Handbook.

## **APPENDIX E**

### **Intellectual Property and Faculty Compensation**

See **Faculty Handbook**:

**Section 3.2 Faculty-Created Materials and Works—Copyrights, Patents, and Royalties**

## **APPENDIX F**

### **Student Services**

**<http://www.athens.edu/studentactivities/>**

### **Student Complaints/Grievance Procedure**

**<http://www.Athens.edu/studentactivities/StudentHandbook.pdf>**

## **APPENDIX G**

### **Survey Data**

**Student Course Evaluation – Spring 2005**  
**Comparison of DL students with total respondents.**

**Primary questions of interest:**

2. How many classes did you attend, or if online, in how many scheduled chats did you participate?

	Distance n=427	Total n=2544
<25%	105 (24.6%)	318 (12.5%)
25-50%	24 (5.6%)	64 (2.5%)
50-75%	20 (4.7%)	124 (4.8%)
>75%	278 (65.1%)	2038 (80.1%)

4. How actively did you participate in class?

	Distance n=420	Total n=2518
Always	206 (49%)	1368 (54.3%)
Frequently	107 (25.5%)	644 (25.5%)
Sometimes	67 (15.9%)	384 (15.2%)
Rarely	27 (6.4%)	88 (3.5%)
Never	13 (3.1%)	34 (1.3%)

5. How well-prepared for class were you, or if online, how well prepared were you for using hardware and software?

	Distance n=421	Total n=2511
Extremely	288 (68.4%)	1707 (67.9%)
Moderately	115 (27.3%)	711 (28.3%)
Somewhat	17 (4%)	84 (3.3%)
Not at all	1	9

7. How would you rate the class room and physical environment for this course, or if online, the effectiveness and ease of use of the course set-up?

	Distance n=419	Total n=2497
Adequate	377 (89.9%)	2267 (90.8%)
Barely adequate	13 (3.1)	127 (5.1%)
Inadequate	17 (4%)	74 (2.9%)
Intolerable	12 (2.9%)	29 (1.2%)

8. How adequate were college resources (e.g. computers, libraries, laboratories, studios) to meet the needs of the students in this course?

	Distance n=419	Total n=2495
Adequate	391 (93.3%)	2309 (92.5%)
Barely adequate	16 (3.8%)	123 (4.9%)
Inadequate	8 (1.9%)	44 (1.8%)
Intolerable	4 (0.9%)	19 (0.8%)

12. The instructor answers students' questions clearly and in a timely manner.

	Distance n=415	Total n=2469
Strongly disagree	43 (10.3%)	132 (5.3%)
Somewhat disagree	21 (5.1%)	98 (3.9%)
Neutral	41 (9.9%)	139 (5.6%)
Somewhat agree	62 (14.9%)	358 (14.5%)
Strongly agree	248 (59.7%)	1742 (70.5%)

13. The instructor encourages students' questions and comments.

	Distance n=415	Total n=2466
Strongly disagree	29 (6.9%)	98 (3.9%)
Somewhat disagree	5 (1.2%)	41 (1.6%)
Neutral	66 (15.9%)	151 (6.1%)
Somewhat agree	54 (13.01%)	289 (11.7%)
Strongly agree	261 (62.9%)	1887 (76.5%)

15. The instructor keeps office hours.

	Distance n=415	Total n=2464
Strongly disagree	25 (6%)	90 (3.6%)
Somewhat disagree	6 (1.4%)	31 (1.3%)
Neutral	89 (21.4%)	418 (16.9%)
Somewhat agree	28 (6.7%)	186 (7.4%)
Strongly agree	185 (44.8%)	1180 (47.9%)
Not applicable	82 (19.7%)	559 (22.7%)

16. The instructor seems responsive to students' questions and concerns regarding course.

	Distance n=413	Total n=2457
Strongly disagree	40 (9.7%)	113 (4.6%)
Somewhat disagree	10 (2.4%)	61 (2.5%)
Neutral	36 (8.7%)	119 (4.8%)
Somewhat agree	57 (13.8%)	328 (13.3%)
Strongly agree	270 (65.4%)	1836 (74.7%)

19. The instructor stimulated student interest in the class.

	Distance n=412	Total n=2450
Strongly disagree	44 (10.7%)	128 (5.2%)
Somewhat disagree	15 (3.6%)	90 (3.7%)
Neutral	84 (20.4%)	226 (9.2%)
Somewhat agree	75 (18.2%)	446 (18.2%)
Strongly agree	194 (47.1%)	1560 (63.7%)

30. Student learning was assessed by appropriate methods of evaluation.

	Distance n=411	Total n=2428
Strongly disagree	28 (6.8%)	107 (4.4%)
Somewhat disagree	12 (2.9%)	65 (2.7%)
Neutral	55 (13.4%)	179 (7.4%)
Somewhat agree	74 (18%)	412 (16.9%)
Strongly agree	242 (58.9%)	1665 (68.6%)

## **APPENDIX H**

### **Self Assessment**

## Distance Learning Self-Assessment Survey

### Distance Learning Self-Assessment Quiz

The following survey will assess how successful you may be when taking a distance learning course.

Select an answer for each question and click on “Score” when finished. Your answers should determine your readiness for an online class, so answer honestly.

1. As a reader, I would classify myself as:
  - a. Good. I usually understand the text without help.
  - b. Average. I sometimes need help to understand the text.
  - c. Slow. I usually need extra time to read a selection.
  
2. My time management skills are best described as:
  - a. I always organize my time well.
  - b. I usually finish my assignments on time.
  - c. I need a reminder to finish my assignments on time.
  - d. I put things off until the last minute and often need extensions on due dates.
  
3. The following best describes me:
  - a. I prefer to work alone on assignments.
  - b. I enjoy some interaction with others.
  - c. I enjoy working in groups.
  
4. My computer skill-level is:
  - a. Expert level
  - b. Above average
  - c. Average
  - d. Below average
  
5. Feedback from my instructor is:
  - a. Important right away or I become frustrated.
  - b. Important within a few days, or I forget what I did.
  - c. Important within a few weeks, so I can review my work.
  - d. Not important to me.
  
6. I would classify my communication skills as:
  - a. I prefer verbal discussion, rather than submitting my ideas in writing.
  - b. I have good writing skills and can effectively communicate my ideas in writing.
  - c. I have difficulty expressing myself in writing.

7. When I need help understanding the subject:
- a. I am comfortable approaching the instructor to ask for clarification.
  - b. I am uncomfortable approaching the instructor and wait to see if someone else asks the same question.
  - c. I never approach the instructor to admit that I do not understand something.
8. When instructions are given, I prefer:
- a. Figuring out the instructions myself
  - b. Trying to follow the directions on my own; then asking for help.
  - c. Having the instructions explained to me.
9. I learn best through:
- a. Reading
  - b. Listening
  - c. Sharing my knowledge with others
10. Please indicate your level of skill for each of the following:
- |  | Good | Average | Poor |
|--|------|---------|------|
| a. Can type quickly and accurately.                | 0    | 0       | 0    |
| b. Can send and receive e-mail.                    | 0    | 0       | 0    |
| c. Can send and receive attachments.               | 0    | 0       | 0    |
| d. Can copy, cut and paste files between programs. | 0    | 0       | 0    |
| e. Can use message boards or forums.               | 0    | 0       | 0    |
| f. Can use a chat room.                            | 0    | 0       | 0    |
| g. Can download and install software.              | 0    | 0       | 0    |

## **APPENDIX I**

### **Outcomes Assessment**

**\*Required**—these items must be included in the syllabus.

**FORMAT FOR COURSE SYLLABUS**

**COURSE NO/TITLE**  
**3 Semester Hours**

**SEMESTER/YEAR**

**\* COURSE FORMAT:**  Classroom  Internet  Blended  Teleconference

**\* INSTRUCTOR:** XXXXXXXXXXXXXXXXXXXX

**\* OFFICE LOCATION/TELEPHONE/E-MAIL ADDRESS:**  
XXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXX

**\* OFFICE HOURS:** XX

*Adjunct Faculty:* indicate your availability to meet with students outside regular classroom times (eg. 30 minutes before class begins, after class is over, or scheduled appointments). If you do not wish to receive telephone calls at your office, you may have students contact you through the College of Business (telephone numbers: Felicia Mucci, 233-8211; Trisha Chavanne 233-8117; Vicki Johnson 233-8216)

**\* PREREQUISITES:** (Instructor to identify; see Catalog for this information.)

**\* REQUIRED TEXT:** XX

**\* COURSE DESCRIPTION:** (First paragraph should match Catalog description; additional information may follow.)

XX  
XX  
XX

**\* COURSE OBJECTIVES AND/OR GOALS**

*Accreditation standards may require different disciplines to address objectives/goals and/or outcomes in specific formats. Please indicate in parentheses the course requirement and outcome that relates to each goal.*

**EXAMPLE:**

1. Develop critical-thinking and decision-making skills.
2. Provide technology-enhanced learning and encourage competency in the use of technology.

3. Develop an understanding of effective managerial, leadership, and group interaction skills.
4. Develop both oral and written communication skills. (eg: CR4, Outcome 6)
5. Enhance the capability to recognize and understand ethical behaviors and issues.
6. Enhance understanding of the global economy, including an understanding of diversity.
7. Develop an understanding of professionalism.
- 8. Goals from this point on should be devoted to the subject only.**

## **\* COURSE REQUIREMENTS**

To prepare our students to attain the desired outcomes, our course requirements are designed to meet the goals set. *(Please indicate the outcome and objective that relates to each course requirement.)*

1. Develop critical-thinking and decision-making skills:  
Students will be required to
2. Provide technology-enhanced learning and encourage competency in the use of technology:  
Students will be required to
3. Develop an understanding of effective managerial, leadership, and group interaction skills:  
Students will be required to
4. Develop both oral and written communication skills:  
Students will be required to Eg. (Outcome 6; Obj. 4)
5. Enhance the capability to recognize and understand ethical behaviors and issues.  
Students will be required to
6. Enhance understanding of the global economy, including an understanding of diversity.  
Students will be required to
7. Enhance understanding of the role of professionalism in business.  
Students will be required to
- 8. Indicate other requirements for subject specific goals.**

## **\* OUTCOMES ASSESSMENT**

Students completing a degree program offered by the College of Business will possess the following skills and competencies:

1. A knowledge of accounting, economics, management, marketing, quantitative skills, legal issues, and production theory and concepts.
2. A knowledge of technology, as it relates to business.

3. A knowledge of the global economy, including an understanding of diversity issues.
4. A knowledge of and an ability to use effective managerial, leadership, and group interaction skills.
5. An ability to effectively use critical-thinking and decision-making techniques.
6. An ability to effectively communicate, both orally and in writing.
7. An understanding of ethical issues and the importance of maintaining ethical standards.
8. An understanding of and an ability to perform at a professional level.

**\* EVALUATION/GRADING POLICY:**

XX  
 XX  
 XX  
 XX

**\* ATTENDANCE/ASSIGNMENT POLICY:**

XX  
 XX  
 XX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

**\* DISABILITY ACCOMMODATION STATEMENT:**

If a student has a disability that might require special materials, services, or assistance, the student should notify the instructor as soon as possible. The student may also arrange an appointment with Janice Owen, the Disability Services Specialist; John King, the ADA/504 Coordinator; or Maureen Chemsak, ASU Licensed Professional Counselor working with Personal and Career Counseling and Disability Issues. These employees are located in the Sandridge Student Center and may be reached by telephone at (256) 233-8285.

**\* ACADEMIC MISCONDUCT:**

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, and abetting any of the above. Academic misconduct represents unethical behavior unbecoming to college students. Therefore, there is no tolerance of such behavior. Academic misconduct may result in a failing grade for the course.

**\* LABORATORY FEE: (if applicable)**

The “lab fee” charged for some business courses is a fee that provides funding to support and enhance educational opportunities available to students. The educational support equipment and services provided include the computer-equipped classrooms in Chasteen Hall on the ASU campus and the computer-equipped classrooms located in Buildings 3349 and 3200 at Redstone Arsenal. Industry standard business application software is available on the over 100 personal computers located in these laboratories. Several laser printers are available as well as a variety of instructional aids including TVs and VCRs, overhead projectors, and computer projection pads. An on-line periodical search called *General Business File* is available for student use in the University Library. This computer search process provides full text access to 460 business journals with an additional 1,000 business journals being indexed. The fee also supports e-mail and FAX services for student correspondence with faculty members.

**\*LIBRARY RESOURCES:**

The University Library provides a number of online periodical databases for student research use. ABI/Inform, Business Source Premier, General BusinessFile ASAP, and Business & Company Resource Center are searchable indexes that provide access to the full text of more than 1200 business journals and newspapers. In addition, Business & Company Resource Center includes company profiles, financial data, historical information, rankings, investment information, and other data on thousands of companies and industries, and Business Source Premier includes company profiles with SWOT analyses. Detailed information on companies is also available from both Hoover's Online and Mergent Online. Both of these provide current and historical financial data as well as information on products, executives, subsidiaries, etc. All these resources can be accessed directly from any networked computer on campus, or from off-campus by using the user Ids and passwords which are distributed to students by the Library at the beginning of each term.

**\*TOPIC OUTLINE/SCHEDULE:**

***(INCLUSION RECOMMENDED)***

**BLACKBOARD INFORMATION . . .**

**FOR CLASSROOM-BASED AND ONLINE COURSES**

**SYSTEM REQUIREMENTS**

- Internet provider with reliable service
- Microsoft Internet Explorer 6.0 or higher
- Browser preferences set to enable Java/JavaScript and to accept cookies.
- Screen resolution must be set to a minimum of 800x600
- Windows 2000, XP compatible PC w/minimum of 64 MB ram.

So that you have all key information available to you off-line, it is highly recommended that you print the following items for reference. The syllabus; Staff information page (click on the Staff information button)

Users must be able to perform the following tasks:

1. Attach and send files/documents
2. Download and open files received
3. Navigate the world wide web.
4. Participate in chats and threaded discussions.
5. Navigate file structure; save and retrieve documents
6. Demonstrate working knowledge of Microsoft Word 2000 or higher compatible word processing software.

**COURSE ORGANIZATION**

<b>ANNOUNCEMENTS</b>	Weekly announcements will be posted that will provide information as to changes that may occur and regular reminders.
<b>COURSE INFORMATION:</b>	The Course Syllabus is located in this area.
<b>STAFF INFORMATION</b>	You will find information regarding your instructor here.
<b>COURSE MATERIALS</b>	Weekly materials, including study notes, power point and assignment details, are found in this area. Course materials for the upcoming week will be released two days before the start of each new course week.

<p><b>ASSIGNMENTS:</b></p>	<p>Use the “<b>Assignments</b>” button from the <b>Main Menu</b> to submit and retrieve assignments.</p> <p><b>Preferred Methods for Delivering Assignments:</b> Post your work to the Discussion Board thread specifically set up for the week's assignments (see Discussion Board). You should use attachments in <b>.doc</b> file format; it is suggested that you should simultaneously <i>copy and paste</i> your work to the Message Body of the note you are submitting with the attachment.</p> <p>All assignments must use the following standard format: Week /Your Initial and last name. <b>Example:WK#1/Lshonesy</b></p>
<p><b>DISCUSSION BOARD:</b></p>	<p>Class discussions will take place in the Discussion Board. The exchange of ideas between students engaged in scholarly inquiry is a key aspect of online learning, and is a requisite activity in this course.</p> <p>Students are expected to comment on materials posted by fellow students. To count as participation, your postings need to be thoughtful; that is, they refer to the week's readings, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other class members. Where appropriate, use references to support your position. Your postings must demonstrate that you reflected on the assigned readings and synthesized the material with your previous knowledge and experience. Adhere to the weekly timeframe to allow others time to comment on your work.</p> <p><b>Requirements</b> Students are expected to participate at least three days a week by posting materials and contributions to the <b>Discussion Board</b>. Discussion topics are provided in the "Assignments" section of each weekly folder in <b>Course Materials</b>.</p> <p><b>Format</b> For all Discussion Board postings, a specific <i>Subject Line</i> convention will be provided.</p> <p><b>Procedures:</b> Discussions will be set up weekly by topic area. Course materials for the upcoming week will be released two days before the start of each new course week.</p> <p><b>Forum</b>—The Discussion Board contains a forum for each week of the term. Post your assignments and make comments in the weekly forum in which they are due.</p>

	<p><b>Groups</b> section contains a discussion area and other communication tools for your assigned team to use while working on group projects.</p> <p>"<b>Class Café</b>" forum is available for posting your student bios, and optional "social conversations."</p>
<p><b>FINAL TERM PROJECT:</b> (EXAMPLE: TERM PAPER)</p>	<p><i>Example:</i> Each student will produce a final term paper due the last week of the term, on a topic pre-approved by Week 2. In general, the paper must relate to a discussion, topic, issue, or theory that we covered in class or read about in the text.</p> <p>A superior paper demonstrates . . .</p> <p>References: You must support every statement . . .</p> <p>You must submit the final term paper to the instructor via the "Assignments" button from the Main Menu <u>no later than Week 8, Day 2</u> for full credit. See the section above, "Preferred Methods for Delivering Assignments" for details.</p>
<p><b>COMMUNICATION/ FEEDBACK:</b></p> <p><i>NOTE: Detailed procedures and a schedule for communication/feedback (i.e., preferred method--discussion board, e-mail, chat rooms, etc.) will help with time efficiency and student expectations</i></p>	<p><i>Example:</i> I will log on to the course discussion forum 5-7 days a week to evaluate and respond to class discussions. Unless there is a specific question, I do not always respond to each and every posting from each student, because there will be a lot of redundancy. I do, however, read every posting and expect all students to read all postings, including mine and other students'. Often times, I choose to respond to a particular posting because I believe it covers important issues or issues brought up by several students. Any specific course-related questions or concerns, as well as the quizzes and assignments will be responded to within 48 hours of my receiving them. All final papers will be graded by end of Week # <u>    </u>. If needed, students may email me to set up a time for a <i>telephone conference</i>. <b>Students are responsible for routinely checking the Announcements for any anticipated changes to the aforementioned feedback schedule.</b></p>
<p><b>EXAMINATIONS</b></p>	<p>Exams will be given using <i>Secure Exam</i> through <b>BlackBoard</b>. The address to download <i>Secure Exam</i> may be found under <b><u>Announcements</u></b>. The link will appear on your desktop. The exam will be accessed under <b><u>Assignments</u></b> and your password will be provided under <b><u>Announcements</u></b>. Each student will have a designated number of minutes to complete the exam. Please ensure that the exam is submitted when completed.</p>

