

OWG 14 Online Education Approved Recommendations

- 1. Recommends centralized management for the new Institution's distance learning program with a Distance Learning Advisory Committee consisting of shared governance representatives.**
- 2. Recommends that the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure. In addition to the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.**
- 3. Recommends that the new institution adopt current DSC policies and procedures for proctored testing and utilize all testing centers and methods available for valid proctored experiences. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented.**
- 4. Recommends that the new Institution explore no-cost proctored experiences that may replace live proctored testing without risk to content rigor. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented.**
- 5. Recommends that the new University provide training and refresher training periodically for employees who enter online course schedules in Banner to ensure Instructional Methods and text entries follow BOR and SACSCOC reporting requirements.**
- 6. Recommends that the new University develop a method in Banner to identify online only students by semester and overall enrollment status that does not conflict with the Board of Regents Data Dictionary.**
- 7. Recommends that the new University adopt a process for new online course/program development and for major online course revisions to be reviewed by the online learning department to ensure adherence to BOR, SACSCOC, and ADA compliance, etc., and for assistance from instructional designers with online learning best practices and multimedia development.**
- 8. Recommends that the new University continues as an affiliate partner with eCore and eMajor (Organizational Leadership) and that the eCampus liaison reside in the online learning department to ensure appropriate data entry and reporting procedures are followed.**
- 9. Recommends that students only be advised into eCore classes when the University's online core classes are filled to capacity.**

10. Recommends that the new University advocate that technology solutions for the online environment include mobile learning options.

11. Recommends that the new University apply to become a participating institutional member of NC-SARA (National Council-State Authorization Reciprocity Agreement) and that the current DSC website structure for reporting State Authorization requirements be maintained.

12. Recommends that the new University require distance-learning orientation for all students who are new to online learning at the New Albany State University that is separate and distinct from New Student Orientation which orients students to the University.

13. Recommends that the new University adopt an online course quality review process that combines aspects of Quality Matters and the Online Learning Consortium Scorecard. The quality review process should include a rotation for existing online course review and a process for the review of new/developing online courses.

14. Recommends that the new University provide a data dashboard for the online learning department to include reports regarding online student and faculty demographics, online courses, advisors, etc.

15. Recommends that new University meet SACSCOC and best practice requirements for at-a-distance learner support by utilizing DSC's "online support specialist" model and by including the online learning director and other online learning personnel on the appropriate committees and task forces.

16. Recommends that student transcripts do not include designations to identify a course or program as online.

17. Recommends that the new University utilize a standard course template (structure) for the learning management system that provides a consistent foundational structure and baseline administrative material for all courses.

18. Recommend the new University maintain a consolidated location on its website to highlight online programs and courses from all colleges, distance education policies, and distance learner support services.

19. Recommends that the new University use a Memorandum of Understanding (MOU) at the beginning of an online course development process. The MOU should, at a minimum:

- a. Describe the steps in the course development process**
- b. Communicate standards and requirements associated with online courses**
- c. Identify the person(s) responsible for course content**
- d. Provide information about online instruction policies (e.g. intellectual property)**
- e. Explain, if applicable, how and under what conditions incentives will be conveyed**

- f. Set firm deadlines for course content creation, quality checks, and course review.
20. Recommends that the new University's faculty members, in consultation with department chairs, program directors, and the distance learning division, act as the initiators for online course development, following set processes for online course content development.
21. Recommends that the new University continue to fully support the USG eCampus efforts with faculty member support for teaching and developing courses.
22. Recommends that new University's General Education committee review eCore courses to determine best fit in areas A – E as it relates to determined learning outcomes.
23. Recommends that the new University make available to all faculty members teaching online the resources for course design, instructional design, and media production.
24. Recommends that the new University continues to offer the core curriculum in fully online, hybrid and face to face formats.
25. Recommends that the new University explore online faculty member certification options (building off the current ASU and DSC models) and require online faculty members to become certified by completing relevant professional development.
26. Recommends that the new University continue DSC's Online Lead Designer program for the creation of "master content shells" for identified courses, to be shared, as warranted, with online full and part-time faculty members.
27. Recommends that the new University continue DSC's Online Lead Faculty mentor program to partner seasoned online faculty members with new full and part-time online faculty members during the first online teaching semester.
28. Recommends that the new University develop and maintain professional development opportunities specific to online learning modalities to include distance education learning theories, as well as basic introductions to current and emerging technologies.
29. Recommends that the new University develop a method in Banner, at the admission's process, to identify if an out-of-state distance learner is from an authorized location. Applications received from non-authorized locations should follow a process to ensure the potential student is informed and that the denied admission code shows for non-academic reasons.
30. Recommends (in partnership with OWG 64A) that the new University consolidate into a single Brightspace environment using the A+B=B model, where the B instance is the current DSC instance.

31. Recommends that the new University build on ASU's and DSC's current practices of providing a "one-stop-shop" for faculty members teaching online to include online faculty support services, media/video production, and professional development opportunities.

32. Recommends that all programs that will continue to be offered in the new University, and that are currently offered online at ASU and DSC, continue to be offered in the online format after consolidation.

33. Recommends that the new University implement a "distance learner" pre-registration cycle allowing students taking only online courses to register prior to opening online offerings to all students.

34. After further review, OWG 14 amends its previous recommendations regarding eCampus advising and strategic planning to the following:

Previous Recommendation: *Recommend students only be advised into eCore classes when the University's online core classes are filled to capacity.*

Previous Recommendation: *Recommends the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure. In addition to the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.*

New Combined Recommendation: *Recommends the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure, including eCore and eMajor options. In addition to, the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.*