



**SAVANNAH STATE UNIVERSITY**  
**Online Learning Policy and Procedures**

**Developed by**  
**SSU's eLearning Committee**

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**Note: This document highlights the expectations of faculty teaching online courses and will be used for internal circulation purposes only. Individual colleges at Savannah State University may adopt more rigorous and stringent online course requirements and expectations from faculty and students, but the expectations outlined in this document must be followed as minimum requirements.**





# Table of Contents

- I. General Requirements ..... 1**  
*This section is for internal use.*
  - A. Purpose ..... 1
  - B. SSU Faculty Certification Requirements for Teaching Online Courses.....1
  - C. Principles of Good Practice ..... 3
  - D. Definition.....4
  - E. Review of Online Learning Policy .....4
  - F. Online Course Approval Process .....4
  - G. General Instructions to Faculty and Students.....5
  - H. Academic Integrity of Online Learning Courses .....6
  - I. Online Instructional Peer Reviews Through Quality Matters .....8
  - J. Online or Distance Learning Course Monitoring and Review.....10
  - K. Section 508 and Web Accessibility Requirements for Online Education.....10
  
- II. Requirements for Faculty ..... 14**  
*This section is for internal use.*
  - A. Course Design.....14
  - B. Online Course Design Standards.....14
  - C. Faculty Capabilities.....15
  - D. Mandatory First Day of Online Learning Course.....15
  - E. Synchronous Interaction (Chat or video/tele/web conference).....15
  - F. Weekly Assessment, Assignment, or Discussion .....16
  - G. Faculty Interaction with Students.....17
  - H. Virtual Office Hours and Communication .....17
  - I. Faculty Responsibility .....17
  - J. eCore Instruction.....17
  
- III. Requirements for Students .....19**  
*This section will be shared with students and faculty and is meant for circulation campus-wide.*
  - Attachment 1:** Teaching Online Agreement Form.....20
  - Attachment 2:** Quality Matters Rubric.....21
  - Attachment 3:** Working Document on Professional Accreditation for Online Education: A Future Perspective.....22
  - Addendum:** COBA’s Specific Online Teaching Policies and Procedures Document...25



## I. General Requirements

### A. Purpose

This document describes the policies and operating procedures for online courses at Savannah State University. The purpose of this Online Learning Policy is to assure high quality in the delivery of online learning with regard to instruction and procedures. This document is intended to provide important information and instructions for all faculty members engaged in teaching online courses. A key goal of the Online Learning Policy and Procedures is to ensure that students and faculty considering online courses have a clear understanding of the rigor associated with this format of instruction and learning.

This document focuses on the expectations of faculty teaching online courses and is meant for internal purposes. The document is divided into three sections – I. General Requirements; II. Information for Faculty; and III. Information for Students.

General rationale: High student attrition rates and non-participation remain a challenge to online learning environments. While an array of learning management systems and other emerging technologies offer the necessary tools for online instruction, quality delivery of disciplinary subject matter is paramount (see Hopper and Hendricks, 2008). Considering the challenges of online learning and teaching, the finest, cutting-edge pedagogies and materials must be employed by highly trained instructors who already have a documented strong record of successful teaching in the classroom. As in the traditional classroom, faculty will be made aware that online instruction requires the same demands for quality of materials and preparation. In addition to using standardized technologies as a mode of delivery, the Office of Online Education and the eLearning Committee will develop, oversee, and maintain cutting-edge pedagogies that meet the challenges of today's online learning community to ensure quality delivery of academic subject matter.

### B. SSU Faculty Certification Requirements for Teaching Online Courses

The Office of Online Education will promote and provide a variety of professional and faculty development opportunities in order to effectively promote and sustain quality online instruction. Through a combination of eCore's Faculty Certification Program and the successful completion of four Quality Matters (QM) training workshops, SSU will establish a rigorous internal QM peer review infrastructure that will ensure its online course offerings provide effective and engaged learning.

SSU faculty who are considering teaching online must notify the Office of Online Education of their intent. The Office of Online Education will help facilitate enrolling interested faculty for eCore training, and SSU's Quality Matters Institutional Representative will facilitate enrolling faculty in the required Quality Matters Workshops. The Office of Online Education will provide the funds for the costs of faculty training in these courses.

### **Required SSU Online Certificate Training in Two Phases**

In order to teach online courses, SSU faculty must first successfully complete the two-phase faculty-development training modules:

#### **Phase 1:**



As a University System of Georgia eCore Affiliate (beginning Spring 2015), SSU's Online Education will require that current faculty and other faculty interested in teaching online, first enroll in eCore's Faculty Certification Program. This 5 Module course is fully online and can be completed within two weeks' time. SSU faculty who successfully complete the eCore training will have completed Stage 1 Certification to teach SSU courses online.

Specifics regarding eCore Training can be accessed through this link:

[https://ecore.usg.edu/2012\\_factbook/2012%20Fact%20Book\\_page48.pdf](https://ecore.usg.edu/2012_factbook/2012%20Fact%20Book_page48.pdf)

#### **Phase 2:**



To maintain quality assurance of our distance learning programs, SSU faculty who intend to teach online will also be required to complete Stage 2 Certification by enrolling in and successfully completing four Quality Matters Workshops:

1) Applying the QM Rubric (fully online two-week course):

<https://www.qualitymatters.org/professional-development/courses/appqmr>

2) Peer Reviewer Course (fully online two-week course):

<https://www.qualitymatters.org/professional-development/courses/prc>

3) Teaching Online: An Intro to Online Delivery (fully online two-week course):

<https://www.qualitymatters.org/teaching-online>



4) Designing Your Online Course (fully online two-week course):

<https://www.qualitymatters.org/professional-development/courses/dyoc>

Once this two-stage training has been successfully completed, the Office of Online Education will issue SSU faculty a Certificate of Online Instruction that endorses the faculty member as a “Certified Online Instructor, thereby authorizing the faculty member to teach and to develop online courses for SSU’s distance learning curriculum.

**Timelines for Online Certificate Training**

SSU instructors currently teaching online (or prior to Fall 2014) will have a 16-month window to successfully complete their “Certificate of Online Instruction” which includes successful completion of the eCore and the Quality Matters Workshop Courses. SSU instructional faculty who do not complete the training before the Spring 2016 courses are scheduled, will not be able to teach online courses until the certificate training has been successfully completed.

**Refresher Training**

The Office of Online Education will also provide online instructional refresher courses for SSU faculty after a three-year period of teaching online.

**Supplementary Training**

SSU Faculty interested in enrolling in other advanced QM Workshops are encouraged to do so as these training certifications provide ideal faculty development opportunities focused upon improving the faculty member’s pedagogy, providing quality assurance of online programs, and improving student learning. This certified training will also enhance a faculty member’s teaching portfolio (required for tenure and promotion) by providing evidence of advanced online pedagogical expertise. The Office of Online Education will provide the funds for the costs of supplementary faculty training in these QM courses.

**C. Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs**

Online learning activities comply with the Southern Association of Colleges and Schools (SACS) “Best Practices for Electronically Offered Degree and Certificate Programs.” The courses that are offered via online 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 online learners who are likely to enroll. These learning formats may be utilized for instruction of students in a full- or partial- (hybrid) online learning course. This policy applies to



instruction in a fully online learning environment. (For additional discussion of accreditation issues in online education, see Attachment 2: Working Document on Professional Accreditation for Online Education: A Future Perspective.)

#### **D. Definition**

For the purposes of this policy document, online learning is defined as instruction delivered via (1) the Internet on a University System of Georgia (USG)-mandated learning management system, (2) interactive synchronous and asynchronous online communication, (3) audio/video media, or (4) other emerging communication technologies.

#### **E. Review of Online Learning Policy**

The responsibility for evaluating and revising the Online Learning Policy resides with Savannah State University's eLearning committees within individual colleges in association with the Office of the Provost/Vice President of Academic Affairs and the deans of the respective colleges. This committee is charged with overseeing and maintaining the principles of quality subject matter delivery as outlined in section I-B of this policy document. The policies in this document are minimum standards for the university; colleges may adopt policies more stringent than these policies but not less stringent.

#### **F. Online Course Approval Process**

Course content is provided online as dictated by the pre-described format for the course. The format must be reviewed and approved by the New Programs and Curriculum Committee, the eLearning Committee's QM Peer Review Teams, the Faculty Senate Distance Learning Committee, the Office of the Provost/Vice President of Academic Affairs, and the college deans. These procedures will be reviewed and courses audited for compliance as necessary by the aforementioned entities. Considerations include level of course, audience, content, and demand for online availability.

##### **With the Online Course Approval Process Instructors Must:**

- 1) Instructor must first discuss the potential online course with the Office of Online Education (OOE) by calling 912-358-4195.
- 2) Seek College Approval: Consult with your Department Chair or Program Director and complete the NPCC forms. Seek department and college approval to move the new course forward to the NPCC, the Faculty Senate, and the Office of the Provost/Vice President of Academic Affairs.



- 3) Begin Syllabus and Learning Unit Development: Faculty may request that the Office of Online Education and a team of Peer Reviewers either evaluate their online course design or assist in the initial development.
- 4) Utilize the Online Course Development Checklist Guidelines and secure the Office of Online Education's endorsement: Once your syllabus and learning units are ready email the document to [onlineeducation@savannahstate.edu](mailto:onlineeducation@savannahstate.edu). The Director of Online Education and the Quality Matters Institutional Representative will assemble a team of Internal Peer Reviewers to review the course design by using the SSU Online Course Development Checklist and the Quality Matters Rubric to rate the course. If the course is approved, the instructor can begin developing the online course. If the course requires significant modifications or changes, the Director of Online Education and the Quality Matters Institutional Representative will assemble another team of faculty peer reviewers who will review the course again after the new changes have been incorporated and new course proposal has been resubmitted.
- 5) Ensure you have successfully completed SSU's Certificate of Online Instruction. If not, register for SSU's Online Certificate Training Program and begin training as soon as possible.
- 6) Consult with the Office of Online Education's Instructional Designers. An initial consultation with a OOE staff member will involve the creation of a D2L Course Development Shell, a review of the online course syllabus and current course content, technical requirements, and development of a time table for online course completion. Contact OOE at 912-358-4195 to schedule an appointment.
- 7) Begin Course Development: OOE's Instructional Designers will be available to assist with all aspects of course development.
- 8) Complete and submit the Teaching Online Agreement form to the Office of Online Education.
- 9) Implement the Course: Evaluate and Assess the Course: After teaching your online course for the first time, OOE staff is available to help you review your course and identify strengths and weaknesses. The OOE will also collaborate on ways to enhance your online course for the next semester.

## **G. General Instructions to Faculty and Students**

### **1. Faculty Instructions**

Prior to selection, potential online course instructors are trained and approved by the Office of Online Education and receive a "Certificate of Online Instruction" once they have successfully completed the two-stage training modules. The instructor has agreed to comply with the mandates outlined in the Online Learning Policy and Procedures Document (see section II) as signified in their submission of the completed and signed **Teaching Online Agreement form** (see section II) to be



provided to the deans of individual colleges and colleges' online learning committees and forwarded to the Office of Online Education.

## 2. Instructions to Students

Students who have enrolled in online courses are required to sign the **Student Online Agreement Form** (see section III) indicating that they understand that the course is fully online, that they are proficient in the use of the tools (software and hardware) necessary to succeed in the course, and that they agree to comply with the syllabus and other directions as listed in the Information for Students section of this document, the Online Learning and Procedures Policy document (section III). Furthermore, readiness certification must be confirmed by successful completion of the *Readiness Quiz* (<http://goml.readi.info/>, see section III). Lastly, students are provided with a *Student Checklist* in the syllabus that has a complete and concise listing of the necessary forms and procedures that must be followed for successful completion of the course.

## H. Academic Integrity of Online Learning Courses

Online 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. Online learning courses are subject to the same policies as stated in the University catalog, which includes policies against plagiarism. Both the instructor and students, by instructing and taking courses with Savannah State University, have agreed to comply with the University's policy against plagiarism by faculty (*Faculty Handbook*, 2012, section 2.11.2) or students (*Student Handbook*, 2011, B. Level II: Serious Misconduct, I. Academic Misconduct). (See additional discussion regarding accreditation issues in Attachment 2: Working Document on Professional Accreditation for Online Education: a Future Perspective.)

### 1. Expectations for Students

Students taking SSU online courses are expected to comply with guidelines and instructions as outlined in the Online Primer for Students. Students are expected to meet the minimum required synchronous and asynchronous meeting sessions as outlined by the instructor in the course syllabus. Students also are required to locate and provide contact information for a qualified site for completing proctored assessments. This information is to be submitted to the instructor and approved testing center at the beginning of the semester. More information on proctoring can be found in the Requirements for Students section of this Online Learning Policy document.



## 2. Expectations for Faculty

Faculty must successfully complete University-approved training (the SSU Certificate of Online Instruction) to be certified for online instruction, prior to teaching an online course.<sup>1</sup> As part of course expectations, instructors are to explicitly state the number of synchronous and asynchronous meeting sessions in the course syllabus in accordance with the Online Learning Policy and Procedures, Section II Information for Faculty below.

## 3. Expectations for Savannah State University and its Colleges

Savannah State University and its colleges manage and administer online learning needs directly or through designated committees. This responsibility includes ensuring compliance with regional (SACS) and professional accrediting bodies.

**Class sizes.** Class sizes in online courses are capped at 25 students.

**Advisement.** Student advisement for completely online students is a multi-tiered, coordinated effort accomplished via electronic means, if needed for students not in the Savannah area. The colleges will ensure that each department provides one or more faculty advisers knowledgeable in online learning for students pursuing a completely or significantly online curriculum.

**Training for online instruction.** Savannah State University offers or designates/approves certificate training for online instruction to faculty through the Office of Online Education.

**Access to library resources.** The SSU Library offers services for all students, including those who are in online courses as well as students enrolled in in-person courses. All students have access to:

- Online tutorials that cover basic aspects of the research process.
- Subject guides that provide students with specific help with various subject areas as well as help with citation and avoiding plagiarism.
- Chat reference staffed by a reference librarian during library hours of operation.
- Text messaging that goes to the reference desk at (912) 226-2479.

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<sup>1</sup> The eLearning Committee recommends a twelve-month grace period from the effective date of this policy to allow faculty to complete approved training.



- Librarians who can also be contacted via email or telephone.

Additional information is available on pages 6-7 of the *Primer for Students in Online Courses*.

**Access to Student Support Services.** Savannah State University ensures and is committed to providing online learning students with full access to Student Support Services. The services, including disability documentation, are outlined in the *Primer for Students in Online Courses*.

## I. **Online Instructional Peer Reviews Through Quality Matters**

Savannah State University is engaged in an ongoing process to enrich the quality of its online curriculum. We seek to enhance the learning community for our students and faculty, and promote advanced learning in an interdisciplinary learning environment. Innovative digital tools, best practices and new technologies are assessed on a regular basis and incorporated as appropriate into the SSU curriculum and new course development, as consistent with USG policies.

In 2014, Savannah State University became a Quality Matters (QM) institutional subscriber. The QM standards assure that the online components of these courses promote effective learner engagement and provide students with all the tools and information they need to be successful learners. The implementation of QM at Savannah State University is part of SSU's quality assurance plan that is in compliance with the Southern Association of Colleges and Schools (SACS) "Best Practices for Electronically Offered Degree and Certificate Programs."

### **Quality Matters Overview**

Quality Matters is a toolset and a process that is designed to promote quality online courses. Developed by Maryland Online and funded by an FIPSE grant, the QM program involves the use of a rubric (see attachment 4) and peer review to evaluate the quality of the design of online learning courses:

#### **1) The Tool**

The QM Rubric was created using National Standards, Research Literature, Best Practices, and Instructional Design Principles. The Rubric includes a list of 40 standards divided into eight areas that provide guidelines for evaluating the design of online courses to promote student learning.

## 2) The Process

One of the key underlying principles of QM is continuous improvement, which is accomplished through the use of the rubric during peer reviews. The instructor is a part of the review team and reviewers are trained in making this a collegial review process that emphasizes improvement in student learning. The reviewers provide specific feedback to the course designer with suggestions for improvements to the course. Based on the feedback, instructors can improve the course so that the course meets QM standards.

## 3) Types of Reviews

There are two types of reviews: Official Reviews gain Quality Matters recognition and have specific requirements for the team members (one must be from outside the institution; one must be a subject matter expert). All reviewers must be certified by QM. Informal reviews can be completed at an institution by trained reviewers from the institution and have the same goal – improving the quality of online courses. However, informal reviews do not gain QM recognition.

Under the direction of the Office of Online Education and the Quality Matters Institutional Representatives, SSU's QM Peer Review Teams (composed of QM Peer Review trained faculty) will begin (starting Spring 2015) internal reviews that examine online and hybrid courses based on Quality Matter's rigorous research-based standards that are reflected in the QM Rubric (see attachment 4).

### The QM Peer Review Process



**Note:** The QM peer review process is faculty-driven, collegial, and not an evaluation process. To meet QM minimum expectations, the course must achieve “Yes” on all 17 of the 3-point “essential standards,” for a minimum score of 72 out of 85 points (72/85 = 85%).

## J. Online or Distance Learning Course Monitoring and Review

All online courses are first reviewed by the individual colleges’ eLearning Committee and the deans of the respective colleges, either by observation or examination of material posted to learning management systems, 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. Continued monitoring of all distance learning or online courses on learning management systems is the responsibility of the respective college’s eLearning Committee in association with the dean of the college and the Office of Online Education. The respective dean’s office and the Office of Online Education will access chat, assessment, discussion forum, and assignment archives to ensure quality and consistent interaction within each course.

Upon the recommendation of the Dean and the Director of Online Education, the eLearning Committee will be convened if further review of a particular course is deemed necessary. Criteria will include course evaluation, student satisfaction, student learning outcomes, and student retention.

## K. Section 508 and Web Accessibility Requirements for Online Education



### Section 508 Standards

- Section 508 of the Rehabilitation Act Amendments of 1998 states *in part*: “*Electronic and Information Technology (EIT) must be equally accessible to people with and without disabilities.*”

- U.S. Department of Education: All states that receive funding through [Assistive Technology Act](#) must also comply

- Board of Regents (BOR) of the University System of Georgia has determined all institutions under BOR fall within scope of Section 508 (7.16 Compliance Policy).



## **Accessibility**

Accessibility is a high priority issue for the Board of Regents (BOR) of the University System of Georgia (USG). By endorsing Web accessibility guidelines established by the World Wide Web Consortium (W3C), USG enables full access to institutional information, programs and activities offered through the Web.

## **Accessibility Standards & Web Accessibility Guidelines**

- Section 508 (U.S. Federal Law)
- Section 508 *Refresh* (forthcoming)
- Web Content Accessibility Guidelines 2.0 (WCAG)
- Levels A and AA

## **Recent Legal Issues in Higher Education**

- 2013 Louisiana Tech University
- 2012 University of Montana
- 2011 Florida State University
- 2011 Northwestern and New York University
- 2010 Penn State University
- 2010 9 Law Schools
- For more information, please visit the website of the [National Center on Disability and Access to Education \(NCDAAE\)](#) and review the article called:
  - [Review of Recent Legal Issues in Higher Education and Web Accessibility](#)

## **USG Accessibility Resources**

- For information for USG personnel involved in the design, development and delivery of online courses, please review the [USG Accessibility Resources](#)
- Must Read document on this site: [Higher Education, the Americans with Disabilities Act, and Section 508](#)

## **USG Accessibility Resources, Web Accessibility Guidelines**

- [USG Web Accessibility Guidelines](#)
- Lists the Section 508 Standards, section 1194.22

## **USG Accessibility Tutorial**

- [USG Accessibility Tutorial](#)
- For anyone who assists in the design, development or delivery of online courses
- [Training](#) section: link to Dec 2011 webinar Section 508 Compliance and Online Course Content (captioned recording), Handout and the 2011 Distance Education Accessibility Guidelines



## University System of Georgia Web Accessibility Guidelines

Web Content Accessibility Guidelines (WCAG) are prioritized on a scale from 1 to 3, with Priority 1 being a set of guidelines (or checkpoints) that must be satisfied or “one or more groups will find it impossible to access information in the document.”

Paragraphs (a) through (k) correspond to WCAG Priority 1 guidelines; paragraphs (l) through (p) are additions that, when used in conjunction with the WCAG guides, meet accessibility standards detailed in [Section 508 Subsection 1194.22 of the Rehabilitation Act](#):

- (a)** A text equivalent for every non-text element shall be provided (e.g., via “alt”, “longdesc”, or in element content).
- (b)** Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
- (c)** Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.
- (d)** Documents shall be organized so they are readable without requiring an associated style sheet.
- (e)** Redundant text links shall be provided for each active region of a server-side image map.
- (f)** Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- (g)** Row and column headers shall be identified for data tables.
- (h)** Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- (i)** Frames shall be titled with text that facilitates frame identification and navigation.
- (j)** Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- (k)** A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.
- (l)** When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.
- (m)** 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 must provide a link to a plug-in or applet that complies with Section 1194.21(a) through (l).
- (n)** When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and



functionality required for completion and submission of the form, including all directions and cues.

(o) A method shall be provided that permits users to skip repetitive navigation links.

(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

### **Web Accessibility Resources**

1. [Web Content Accessibility Guidelines \(WCAG\)](#) - A set of guidelines explaining how to make Web content accessible to those with disabilities.

2. [W3C Web Accessibility Initiative \(WAI\)](#) - WAI, in coordination with organizations around the world, pursues accessibility of the Web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development.

3. [Section 508 Home Page](#) - Section 508 requires that Federal agencies' electronic and information technology is accessible to people with disabilities, including employees and members of the public.

4. [Web Accessibility and Persons with Disabilities](#) - A comprehensive site detailing accessibility guidelines and tools maintained for University System of Georgia institutions.

### **Accessibility Access Solutions**

- Faculty need to understand the federal laws require compliance and making courses accessible is an absolute necessity.
- Faculty must have access to reliable tools for conversion of content such as Word to html, PowerPoint to HTML, etc.
- Faculty should be trained to assess ADA compliance of potential services and discount those which are not ADA compliant.
- After a course is designed, there should be an audit of the content for ADA compliance with trouble areas identified and fixed before the course is taught.

**Source:** University System of Georgia: <http://www.usg.edu/siteinfo/accessibility>



## II. Requirements for Faculty

The SSU Online Learning Policy provides requirements and guidance for faculty conducting partially and completely online courses for SSU credit. This policy acknowledges that not all courses can be effectively and appropriately offered online. Determination of which courses can be delivered in an electronic/online format is made by the respective college, in accordance with policy and guidance established by the Provost/VPAA, the Distance Learning Committee of the Faculty Senate, and SSU's eLearning Committee. Adherence with the following sections is required of faculty members developing and teaching online courses. Student involvement and achievement of learning outcomes are the basic criteria for judging the quality of online courses. An instructor who proposes to deliver a course via online learning will complete an **Online Teaching Agreement Form** (see appendix 1) acknowledging his/her understanding of and compliance with the requirements of these policies and submit the form to his/her dean before the course is scheduled.

### A. Course Design

Learning outcomes for online courses are the same as for in-person sections of the course. While modalities of student assignments and activities may be different in an online course to achieve the same learning outcomes, course quality and rigor must be the same as for an in-person version of the same course. Online course design should use current LMS features, multimedia, communications approaches, and online resources to encourage student involvement, interaction, and assignment completion. Course design and content will be reviewed and approved via the **New Online Course Approval Process** before the course is delivered. Online versions of existing courses will be viewed as a new course by the respective department, college curriculum review committees, and the NPCC.

### B. Online Course Design Standards

Although the number of learning units will vary between each course, all Savannah State University online courses must incorporate the same basic instructional template design for course delivery.

To ensure course delivery consistency, a master course design shell has been built in SSU's D2L LMS that will incorporate Quality Matters instructional design elements as well as 3 introductory course components:

1) A Syllabus and Start Items section;



- 2) A Course Resources Section; and
- 3) A Unit 1: Introduction module.

These three introductory components will be included in all SSU online course offerings as they designed to improve student success and preparedness for online learning.

This universal course template will also ensure uniformity and a more seamless transition between SSU's online classes for both students and faculty.

### **C. Faculty Capabilities**

Instructors for online courses are expected to be competent in the D2L LMS being used and possess knowledge and skills in distance learning pedagogy relevant to their discipline. Before teaching an online course, an instructor will have completed SSU's Certificate of Online Instruction training that addresses distance learning pedagogy and course delivery using the designated LMS. Each instructor delivering online courses also will regularly participate in faculty online teaching orientation and updates as provided or designated by the dean of his/her respective college.

### **D. Mandatory First Day of Online Learning Course**

The first day of an online learning course is mandatory and must include a session provided via either in-person face-to-face contact between faculty and students, video, web, teleconference, online chat on USG e-learning platform, or any other audio-video conferencing modality. Details of the course outline, requirements, and evaluations should be discussed during the first in-class session. These online course details must also be made available to the students through e-mail and the LMS from the instructor on or before the first day of the class. The instructor must let the students know of his/her in-person office hours, virtual office hours, and times of any mandatory synchronous activities planned in the future. This planning will assist the students in adjusting their schedules.

### **E. Synchronous Interaction (Chat or video/tele/web conference)**

A regular (15-week) semester online course must include, at a minimum, one synchronous activity every other week -- delivered through chats on USG mandated e-learning platform, web conferencing, or audio/video conferencing sessions -- per semester to involve the student with the instructor and his/her peers for better learning and understanding. The instructor maintains a log of the students' attendance online, which can form a part of his/her assessment. If synchronous chats or conferences are required for a grade, multiple schedule options must be offered to accommodate students with varying schedules and in



different time zones. Access to the chat, web conference, or teleconference archives may be required to ensure quality and to provide for assessment of learning outcomes, based on departmental review policy.

**Minimester Online Course Requirement** – During eight-week sessions, the instructor must conduct, at a minimum, five synchronous activities during the minimester (via chat, video/tele/webconference, or other appropriate and approved virtual means).

**Summer Online Course Requirement** – During summer sessions (four- and six-week), the instructor must, at a minimum, require one synchronous activity every week (via chat, video/tele/webconference, or other appropriate and approved virtual means).

**F. Weekly Assessment, Assignment, and/or Discussion Forum (Asynchronous Activities)**

A 15-week semester online course must require at least one mandatory assessment (quiz on USG e-learning platform), assignment, and/or discussion every week. More are recommended, depending on course level and content. This will encourage students to read chapters and other reference material for the course and allow the instructor to monitor student performance weekly. Chat sessions should be tied to mandatory components to reinforce student learning and to maintain rigor and ensure quality.

**Mini-mester Online Course Requirement** – During eight-week sessions, the instructor must conduct at least two (2) assessment and feedback opportunities (assessments/quizzes, assignments, and/or discussions) each week.

**Summer Online Course Requirement** – During summer sessions (four- and six-week), the instructor must conduct at least three (3) assessment and feedback opportunities (assessments/quizzes, assignments, and/or discussions) each week.

**Multiple Exams in Online Courses** – Each regular semester, minimester and summer semester online course must include at least two proctored exams. Proctors can be arranged at SSU or through an institution of higher education, library, or other appropriate entity convenient to the online student and approved by the instructor. Requirements for proctored examinations and process for instructor approval must be included in the course syllabus and reviewed with students at the beginning of the semester.



## **G. 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 the LMS. Methods of interaction may include e-mail, phone, fax, in-class meeting, chat, discussion board, and others as available and accessible to students. The instructor should optimize use of announcement, calendar, and other communications features of the LMS to help keep students informed regarding course activities and requirements. The instructor must provide timely feedback (grade and/or comment) to students, and for major assignments and assessments, the instructor must provide feedback no later than one week after due date. The mode of feedback must be accessible and appropriate to other modes of communication for the course.

## **H. Virtual Office Hours and Communication**

Virtual (online) office hours every week are a requirement for faculty engaged in teaching an online course. These hours must be decided in consultation with the students on the first day of the-class so that students can contact the instructor online at a convenient time. The instructor should make an effort to contact and conference with each student during the semester to discuss his/her performance and to foster this/her motivation and enthusiasm regarding the course. The instructor is encouraged to maximize available technology to facilitate communication with students in an online course environment.

## **I. Faculty Responsibility**

The online course instructor is responsible for the course content, delivery of instruction, and evaluation of student progress. The instructor is responsible for timely communication and feedback regarding student assignments and online interaction. The instructor is responsible for proposing, delivering, and updating an online course in accordance with the relevant college process and timeline for review, approval, and improvement of online courses and online course content, the instructor will evaluate courses each semester in which a course is taught to determine currency of materials and identify means of improving student interaction.

## **J. eCore Instruction**

**eCore**—short for electronic core-curriculum—allows University System of Georgia (USG) students the opportunity to complete their first two years of their collegiate careers in an online environment. eCore courses are taught entirely online, except



for the occasional proctored exam. eCore courses are designed, developed, taught and supported by faculty and staff from the USG. As an eCore Affiliate (beginning Spring 2015), SSU students and faculty will become an integral part of USG's eCore network.

**Note:** for SSU faculty teaching eCore classes online. eCore classes are not considered a part of an SSU faculty member's teaching load, nor is teaching an eCore course considered a teaching overload. SSU faculty who teach eCore courses do so on their own accord. Payment for eCore classes is provided by the University of West Georgia.

For faculty interested in teaching for eCore, the eCore Faculty Application requires the completion of an eCore Memorandum of Understanding. On the MOU, the SSU faculty member will have to provide the signatures of approval from the department chairperson, the academic dean, and the Provost/Vice President of Academic Affairs.

The USG eCore Faculty Application link is available at:

<https://ecore.usg.edu/faculty/apply/>



### III. Basic Information for Students in Online Courses

As with in-person courses, students taking online courses are responsible for completing assigned readings, assignments, and assessments on time and following the course syllabus. Students in online courses should understand that SSU online courses are not self-paced; online courses follow the same academic calendar and have the same learning outcomes as in-person sections of courses.

Students considering registering for an online course should consider their ability to handle course activities and assignments, including interaction with the instructor and other students, via computer. Success in an online course requires students to be computer literate, good readers, and self-motivated. The “Readiness for Education at a Distance Indicator” (<http://goml.readi.info/>) is a tool to assist students with evaluating their readiness to take an online course. For details for students, see the **Primer for Students in Online Courses**.

Reliable access to a computer with Internet access is required. In addition, students should perform a system check before logging in to SSU e-learning by clicking “Please click here for a System Check before you log in”. Use of e-learning may require an update to the user’s Internet browser, Java, or other application. The University System of Georgia offers an Online Support Center (<http://help8.view.usg.edu>) that provides a knowledge base addressing frequently asked questions and the solutions of common problems. For unresolved issues, students can submit a help ticket, which can be found under the Request Support tab. Support from the Online Support Center is available 24 hours a day, 7 days a week, 365 days a year.

Students gain access to e-learning by logging on using a university-provided username and password. A link to look up a username and password is found on the SSU e-learning web page, which can be accessed from the page for Current Students.

Each student in an online course is responsible for identifying and confirming a location and individual to proctor his or her examinations for the course. Arrangements for examination proctors must be submitted for approval to the instructor based on the schedule established in the course syllabus.

#### Works Cited

Hopper, Keith and Rebecca Hendricks. “Technology Integration in the College Classroom: A Baker’s Dozen Frugal but Promising Strategies” *Educational Technology* (September - October 2008). 10-17. Web.



### Savannah State University Teaching Online Agreement Form

Faculty members teaching online must adhere to the University-wide Online Learning Policy and Procedures Document. Highlights of the policy include:

- First meeting requirements
- Assessment / review procedures
- Mandatory weekly chats or interaction sessions
- Data archiving
- Virtual office hours

Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_ Number of Semester Hours: \_\_\_\_

Anticipated semester of first online delivery: \_\_\_\_\_

#### Faculty Member Information

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Department: \_\_\_\_\_ E-Mail: \_\_\_\_\_

#### Faculty Member Responsibilities

In agreeing to develop and teach the above listed course, the faculty member agrees to:

- 1) Collaborate with the Office of Online Education and the Distance Learning staff to redesign the relevant campus-based course if already in existence, or to design a new course if not in existence, in a distance education format designed to guide students to achievement of learning outcomes.
- 2) Develop and deliver the course in accordance with the Savannah State University Online Learning Policy and Procedures, including delivery of regular chat sessions, quizzes, discussions and/or assignments as required by section II of the SSU Online Learning Policy and Procedures.
- 3) Manage course activities and provide feedback to and evaluate students who enroll in the course on a timely basis.
- 4) Maintain course currency and accuracy.
- 5) Complete required course and administrative forms, including midterm and final grade submissions, in a timely manner.

The faculty member acknowledges that teaching a distance education course is considered part of the individual's teaching load in keeping with the common practices of the department, college, and university.

Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Online Education: \_\_\_\_\_ Date: \_\_\_\_\_

QUALITY MATTERS



Standards from the QM Higher Education Rubric, Fifth Edition

For more information visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

Standards	Points
<b>Course Overview Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components. 3
	1.2 Learners are introduced to the purpose and structure of the course. 3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated. 2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. 2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided. 2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
	1.7 Minimum technical skills expected of the learner are clearly stated. 1
	1.8 The self-introduction by the instructor is appropriate and is available online. 1
	1.9 Learners are asked to introduce themselves to the class. 1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. 3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. 3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective. 3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated. 3
	2.5 The learning objectives or competencies are suited to the level of the course. 3
<b>Assessment and Measurement</b>	3.1 The assessments measure the stated learning objectives or competencies. 3
	3.2 The course grading policy is stated clearly. 3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. 3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. 2
	3.5 The course provides learners with multiple opportunities to track their learning progress. 2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. 3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3
	4.3 All instructional materials used in the course are appropriately cited. 2
	4.4 The instructional materials are current. 2
	4.5 A variety of instructional materials is used in the course. 2
	4.6 The distinction between required and optional materials is clearly explained. 1
<b>Course Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies. 3
	5.2 Learning activities provide opportunities for interaction that support active learning. 3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 3
	5.4 The requirements for learner interaction are clearly stated. 2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives and competencies. 3
	6.2 Course tools promote learner engagement and active learning. 3
	6.3 Technologies required in the course are readily obtainable. 2
	6.4 The course technologies are current. 1
	6.5 Links are provided to privacy policies for all external tools required in the course. 1
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. 3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services. 3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. 2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. 1
<b>Accessibility and Usability</b>	8.1 Course navigation facilitates ease of use. 3
	8.2 Information is provided about the accessibility of all technologies required in the course. 3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. 2
	8.4 The course design facilitates readability. 2
	8.5 Course multimedia facilitate ease of use. 2



## **Attachment 2: Working Document on Professional Accreditation for Online Education: A Future Perspective**

### **Professional Accreditation for Online Education: A Future Perspective**

#### **One SSU: Service, Strength and Unity**

Savannah State University is accredited by the Southern Association of Colleges and Schools (SACS). Degree programs within the university are accredited by other accrediting bodies, such as the Association to Advance Collegiate Schools of Business (AACSB).

[The Southern Association of Colleges and Schools](#) Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the southern states. The commission's mission is the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students.

AACSB International accreditation represents the highest standard of achievement for business schools worldwide. Programs receiving AACSB International accreditation have superior faculty, high-caliber teaching, and meaningful interaction between students and faculty. Less than 5 percent of the world's business programs and only 25 percent of U.S. business school programs have achieved AACSB International accreditation. Accreditation confirms a commitment to quality and continuous improvement through a rigorous and comprehensive peer review process AACSB, which grants accreditation to MBA and online business programs, is a well-established, respected accrediting agency trusted by many employers in the field of business. The [Distance Education and Training Council](#) (DETC) is an accrediting agency that focuses on distance learning colleges. The council is growing in respect and recognition; however its accreditation is still the least influential.

**Why is Accreditation so essential for online programs?**



Of the 172 online business schools tracked by GetEducated.com's National Survey of Online MBAs, 69 of these (40 percent) hold AACSB accreditation. The other 60 percent (103) do not. Among academics and corporation representatives, AACSB is considered the gold standard of business school accreditation. Corporations such as Intel Corporation reimburse employees for education expenses for business degrees earned at AACSB-accredited degree programs, regardless of whether the degree is delivered face-to-face or online. This suggests that accreditation results in providing quality to online programs comparable to offline programs.

### **How to earn SACS and AACSB accreditation for online programs**

First of all, we need to integrate online Mission and Vision in University's Mission and Vision Statement. We need to ensure the quality of our online offerings equivalent to offline. This can be done by proctoring all exams and using webcams and other video-audio conferencing mechanisms to assure the integrity of online programs. The students must sign an agreement about integrity and purpose of online programs to show their commitment to the rigor expected in online programs. Also, online library resources are critical to ensure success of online programs. An example of how to integrate quality commitment for online courses / programs into SSU's mission and vision is provided below.

## **An Example**

### ***Our Mission***

We create an effective path to higher education for our online and off-campus students by taking the time to thoroughly understand each individual's needs, match them to the right program, and guide them through the process of achieving their academic goals:

- To be committed to the academic and career goals of non-traditional students by creating predictable and flexible access to a virtual learning environment and fostering life-long learning.
- To educate students for a life of fulfillment and accomplishment.
- To create and translate knowledge to meet global and societal needs.

### ***Our Core Values – One SSU***

**Service** – SSU is committed to provide seamless access to academic courses, lifelong learning opportunities, and student services through a personalized yet convenient



process. Through investments in technology and innovative intellectual opportunities, SSU Online Education promotes greater educational access to improve the well-being of the citizens of Savannah Metropolitan Area and our global society.

**Strength** – SSU is committed to enhance the educational environment for student learning and retain high quality faculty for instructional design and course development. This can be achieved by the following:

- Increase number of courses offered through multiple technologies and delivery methods.
- Increase the number of courses delivered through various technologies as non-traditional delivery by x15% by 2015 - 2016 or 15% annually.
- Increase the diversity of course offerings each term to attract new audiences using online library resources.
- Increase delivery of undergraduate “core” courses as well as upper division undergraduate, graduate and professional development courses.
- Increase the number of courses that can be applied to multiple audiences, e.g. credit/non-credit, professional development/non-credit, graduate/professional development/non-credit.

**Unity** – SSU celebrates diversity in all its forms and fosters a culture of respect that affirms inter-group relations and builds community while promoting active engagement in teaching and learning, in scholarship and research, in the life of Savannah and global communities, and with our alumni and friends.

### ***Our Vision***

Our vision is to be a university that expands the meaning and impact of our engagement in the world using our knowledge and resources as positive forces for change in both our local communities and our global society.

SSU offers students a transformative experience, grounded in experiential education that ignites their passion for learning while opening up for them the endless possibilities around them. We will assist our students in becoming engaged citizens of the world, confident and resourceful people who realize that their knowledge and actions can have positive consequences for their own lives and for the lives of others. We strive to create a vibrant and diverse community, characterized by collaboration, creativity, an unwavering commitment to excellence, and an equally unwavering commitment to exhibiting respect for one other. We aspire to be a model for what our society can be.



**Addendum**  
**SAVANNAH STATE UNIVERSITY**  
**COBA's Online Policy and Procedures Document**

**I. General Requirements**

**A. Purpose**

This document describes the policies and operating procedures for online courses at the College of Business Administration (COBA), Savannah State University. The purpose of this Online Learning Policy is to assure high quality in the delivery of online learning with regard to instruction and procedures. It is intended to provide important information and instructions for all faculty members engaged in teaching online courses.

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

Online learning activities comply with the SACS “Best Practices for Electronically Offered Degree and Certificate Programs,” as well as standards set forth by other accrediting bodies including the, Association to Advance Collegiate Schools of Business (AACSB). Elements of single courses or programs are designed to address the specific needs of online learners who are likely to enroll.

**C. Definition**

For purposes of this policy, online learning is defined as instruction delivered via (1) the Internet on Desire2Learn (asynchronous and synchronous) or other USG mandated systems, (2) interactive teleconferencing, (3) audio/video media, and (4) other emerging technologies.

**D. Review of Online Learning Policy**

The responsibility for evaluating and revising the Online Learning Policy resides with the COBA Academic Programs and E-Learning Committee in association with the Dean and the Associate Dean of the College of Business Administration.

**E. Academic Integrity of Online Learning Courses**

Online 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.

**F. Online Course Review**

All online courses are reviewed either by observation or examination of posted Desire2Learn (D2L)® material by the COBA Academic Programs and E-Learning



Committee and the 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 online courses on D2L® is the responsibility of the COBA Academic Programs and E-Learning Committee in association with the Dean and the Associate Dean of the College of Business Administration.

The Dean's Office will require faculty members teaching online courses to submit their chat transcripts and all assessments after the Mid-Term and Final Exams, to ensure quality and for Assurance of Learning purposes.

Upon the recommendation of the Dean, the Academic Programs and E-Learning Committee will be reconvened if further review of a particular course is deemed necessary. Criteria will include, but will not be limited to course evaluation, student satisfaction, student learning outcomes, and student retention.

## **II. Information Primarily for Faculty**

The COBA Online Policy for online courses is based on the premise that all courses may not be offered online. The discipline group may provide suggestions for the viability of online course offerings. As a part of the policy document, the following checkpoints will help the faculty member to develop and teach courses online. Students' involvement, interests and performance in online courses are the basic criteria for judging the quality of online courses.

The following requirements (under sections – A, B, C, D, E and F) are mandatory for the faculty as per the COBA online policy. Appendix I presents the following sections (A to F) for faculty teaching online courses. As a part of the Online Course Review Policy, access to course archives (by the Dean office) may be necessary to ensure quality and for Assurance of Learning purposes.

### **A. Initial Orientation for Online Courses**

There will be a standard online course orientation for all online courses. This will be facilitated through the BBA online landing page where online courses' D2L Websites will be hyperlinked each semester. Details and requirements of all online courses will be provided in the respective online courses' D2L Websites.

The online course professors are required to provide online course syllabi, standardized and course-specific requirements, specific course details about quizzes, assessments, assignments and online chat sessions, important dates (mid-term exams and final exams) and any other online course requirements (as deemed necessary) through the Website. All this information must be set up in each online course about two weeks before the beginning of the respective online course. This advance planning will assist the students in preparing for online classes.

**Online Course Website:** It is proposed that we standardize the Website for every online course. The BBA landing page is



<http://savannahstate.edu/coba/bbaonline/index.shtml>, which is further connected to the individual online course pages offered every semester. Each online course must have the following items or more depending on the level of complexity.

- **Important Course Dates:** Dates of **first mandatory day of virtual meeting** through D2L platform (it can be through online chat, or Skype, or Google hangouts, or any form of audio/video conferencing), Mid-term and Final term exams, important assignments, quizzes, etc.
- **Proctored Exams:**
  - **Time frame and limit for proctored exams**
  - **Proctor sites**
  - **Proctor request forms**
  - **Student responsibility for scheduling and fees**
- **Prohibited items**
  - **Prohibition of electronic devices and other needed items (as mentioned in course syllabus)**
- **Possession of valid photo ID**
- **Chat information** – When and what times during the week will the online chats happen?
- **Course requirements and policy** – Explain what will be covered for each session; how many assignments, quizzes, assessments, discussions, will be given.
- **Course grading** – Explain distribution of grades for every component. Include information about open/closed book assignments and assessments; online chat sessions; multiple online chat times during the week, etc.
- **Office hours and virtual office hours**

## **B. Instructor-Led Chat Sessions – Key for Success and Assurance of Learning**

In a full semester, it is mandatory for the faculty to conduct chat sessions every week for the students for better learning and understanding. It is recommended that faculty members maintain a log of the students' attendance online. The attendance for online chat sessions must be a graded item (this can be pre-determined by every online course professor) in the overall student assessment of an online course. In order to facilitate students in online environments, the COBA online policy recommends that **online course faculty members must conduct online multiple chat sessions at different times of the week for every weekly planned chat session to garner maximum student participation.** This will ensure student success in online environments.

The requirement of compulsory **weekly chat sessions** and multiple weekly chat times may be waived during the weeks, when the faculty members conduct exams for the



online classes. A **minimum number of 10 weekly online chat sessions** (with multiple chat times every week) are required for the full semester.

**Summer Online Course Requirement** – Since the Summer Semester is for four weeks, it is mandatory for the faculty to conduct **at least three weekly online chat sessions** (with multiple chat times every week) with the students.

**Half-Semester (8-week) Course Requirement** – For an eight week course semester, it is mandatory for the faculty to conduct **at least five weekly online chat sessions** (with multiple chat times every week) with the students. **Faculty must be actively involved in the chat sessions, both as a mentor as well as a moderator of the session.**

**C. Mandatory Requirement of at least one Assessment, Assignment or Discussion Forum Every week**

The online course must have at least one mandatory assessment, assignment or discussion every week for the students. A **minimum number of 7 quizzes (assessments) and 7 assignments** are required by the faculty member in order to assist student learning in online environments and maintain rigor and ensure quality. The mandatory requirement under this section C is in addition to the chat session requirement under previous section B. The weekly assessments will help the students read their chapters and other reference material for the course. In this way, the faculty can track the student performance weekly.

**Summer Online Course Requirement** – Since the Summer Semester is for four weeks, it is mandatory for the faculty to conduct at least two of the three needed assessment tools (assessments, assignments, and/or discussions) every week for the students.

A **minimum number of 2 quizzes (assessments) and 2 assignments** are required by the faculty member in order to assist student learning in an online summer course.

**Half-Semester (8-week) Course Requirement** – For eight week course semester, it is mandatory for the faculty to conduct at least one of the three needed assessment tools (assessments, assignments, and/or discussions) every week for the students.

A **minimum number of 4 quizzes (assessments) and 4 assignments** are required by the faculty member in order to assist student learning in an online half-semester course. **Faculty must grade these assignments and assessments (quizzes) regularly and provide timely feedback to the students.**

**D. Proctor Process and Proctored Exams**

In addition to initial orientation and first VIRTUAL mandatory day (Section A), mandatory chat sessions and weekly multiple chat times (Section B) and mandatory assessment (weekly quizzes and assignments – Section C) requirements, there will be two proctored exams in an online course – one for the Mid Term and one for the Final Term.



**The COBA online policy mandates that both these proctored exams be weighted for at least 50% or more of the online course grade.** The exams must be proctored either through SSU testing services, or at some other University or institution. **The proctor process must be initiated by the student through the proctor forms available on the online BBA Website.**

**Proctor Process and Forms** – The students planning to take proctored exams outside of SSU must contact an approved testing facility/university and **procure the test proctoring forms from SSU’s Online BBA Website.** The **National College Testing Association (NCTA) Website** can be used to find testing facilities for online students. The course instructor can make necessary contacts (once the students bring back the test proctoring forms from the approved testing facility/university) for the smooth proctoring of these online exams.

**Proctoring Fees: COBA will be responsible for the proctored exam fees (up to \$50) for each online student.**

**Online Exams Format:** It is mandated that both proctored exams be conducted through D2L® E-learning platform or any other platform mandated by USG.

In case of technology breakdown, it is suggested that a backup hard copy of questions be made available by the testing center(s) to the student in order to handle possible exigencies. The seriousness of such issues/problems arising during online proctoring of the exams must be ascertained by the proctor in association with the course instructor, and appropriate steps must be taken in order to mitigate them.

Communication is essential to the success of all courses. Specific requirements for planned interaction and timely feedback between students and faculty must be detailed in course materials and presented on D2L®. Methods of interaction may include e-mail, phone, fax, chat, or discussion board on D2L e-learning platform. Other technologies like Skype, Google hangouts, among many others may be used.

#### **E. Faculty Virtual Office Hours**

Virtual (online) office hours every week are a requirement for faculty engaged in teaching online course. These hours must be decided in consultation with the students on the first day of the in-class meeting. This way, the students can contact the faculty at a convenient time online.

The faculty is also asked to make mandatory contacts and conferences with the students in order to discuss their performance and ensuring their motivation and enthusiasm towards the course. Faculty is encouraged to use technology initiatives like the use of Skype (now available with SSU email), Google Hangouts, Yahoo Messenger, or any other tools to facilitate the communication in an online course environment.



#### **F. Faculty Responsibility**

The online course faculty is responsible for the course content, delivery of instruction, and for evaluating student progress in online learning courses. It is highly recommended that faculty use advanced communication technologies like audio conferencing through Power Points, audio-video conferencing through Camtasia, or BSR Screen capture and other softwares in order to enhance the student's overall learning environments.

Faculty is also responsible for timely communication in an online learning course. Faculty will evaluate courses every semester in which a particular course is taught to determine currency of materials. In addition to the assessments and other course information submitted to the Dean's office at the end of the semester, it is required that faculty include saved PDF copies of chat transcripts.

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**APPENDIX – I – REQUIREMENTS FOR FACULTY TEACHING ONLINE COURSES  
(RUBRIC FOR E-LEARNING COURSE APPROVAL)**

Online Activity	Details	Execution	√ / ✗
<p align="center"><b>SECTION ‘A’ Initial Orientation of Online Course and First Mandatory Virtual Day (as specified in the online course syllabus)</b></p>	<ul style="list-style-type: none"> <li>• There will be a standard online course orientation for all online courses. This will be facilitated through the BBA online landing page where online courses’ D2L Websites will be hyperlinked each semester. Details and requirements of all online courses will be provided in the respective online courses’ D2L Websites.</li> <li>• It is required for the faculty to arrange for the first VIRTUAL day of the meeting for an online course.</li> <li>• Faculty must let the students know of their office hours, virtual office hours and all important dates through the course syllabi – all this information must be set up at least 2 weeks before the start of an online course.</li> </ul>	<p><b>Initial Orientation is facilitated through the BBA online landing page.</b></p> <p><b>The meeting can happen through D2L e-learning chat rooms / SKYPE / GOOGLE HANGOUTS</b></p>	
<p align="center"><b>SECTION ‘B’ Instructor-Led Chat Sessions – Key for Success and Assurance of Learning</b></p>	<ul style="list-style-type: none"> <li>• The online course has mandatory chat session requirements every week and these chat sessions must be graded for students’ participation and attendance. Online course faculty members must conduct multiple chat sessions at different times of the week for every weekly planned chat session to garner maximum student learning and participation.</li> </ul>	<p><b>Full Semester - A minimum number of 10 weekly online chat sessions (with multiple chat times every week) are required.</b></p> <p><b>Summer Semester (four weeks) – A minimum number of 3 weekly online chat sessions (with multiple chat times every week) are</b></p>	



		<p><b>required.</b></p> <p><b>Half Semester (eight weeks) - A minimum number of 5 weekly online chat sessions (with multiple chat times every week) are required.</b></p>	
<p><b>SECTION ‘C’</b></p> <p><b>Mandatory requirement of at least one Assessment or Assignment or Discussion Forum Every week</b></p>	<ul style="list-style-type: none"> <li>• The online course must have at least one mandatory assessment or assignment or discussion every week for the students.</li> <li>• The mandatory requirement under this section C is in addition to the chat session requirement under previous section B.</li> </ul>	<p><b>Full Semester - A minimum number of 7 quizzes (assessments) and 7 weekly assignments are required.</b></p> <p><b>Summer Semester (four weeks) – A minimum number of 2 quizzes (assessments) and 2 weekly assignments are required.</b></p> <p><b>Half Semester (eight weeks) - A minimum number of 4 quizzes (assessments) and 4 weekly assignments are required.</b></p>	
<p><b>SECTION ‘D’</b></p>	<ul style="list-style-type: none"> <li>• There will be TWO proctored exams in an online course (one at Mid-Term; and one for</li> </ul>	<p><b>Full Semester, Summer Semester and Half Semester – Two proctored exams are required</b></p>	



<p><b>Two Proctored Exams Per Online Course and Faculty Interaction with Students</b></p>	<p>Final-Term – with a weightage of 50% course grade or more) and the exams have to be proctored either through SSU testing services, or at some other University or institution present in NCTA Website.</p> <ul style="list-style-type: none"> <li>• The proctoring process will be initiated by the student taking the online course. The information will be explicitly provided on the SSU’s Online BBA Website.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Both exams will have a cumulative weightage of 50% online course grade or more)</b></li> <li>- <b>Problems arising during online exam proctoring must be ascertained and handled immediately by the proctor in association with the online course instructor.</b></li> </ul>	
<p><b>SECTION ‘E’  Faculty Virtual Office Hours</b></p>	<ul style="list-style-type: none"> <li>• Virtual (online) office hours every week are a requirement for faculty engaged in teaching online course.</li> </ul>	<p><b>Full Semester, Summer Semester and Half Semester - Faculty is encouraged to use technology initiatives like the use of Skype, or Google hangouts, or yahoo messenger or other tools to facilitate the communication in an online course environment.</b></p>	
<p><b>SECTION ‘F’  Faculty Responsibility</b></p>	<ul style="list-style-type: none"> <li>• The online course faculty is responsible for the course content, delivery of instruction, and for evaluating student progress in online learning courses.</li> </ul>	<p><b>Full Semester, Summer Semester and Half Semester - It is highly recommended that faculty use advanced communication technologies like audio conferencing through Power Points, audio-video conferencing through BSR capture software, Camtasia and other softwares in order to enhance the students’ overall learning environments.</b></p>	



## Online Learning Policy and Procedures

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