

Lamar Institute of
Technology

Office of Distance Learning
Instructor Handbook

[DISTANCE LEARNING INSTRUCTOR HANDBOOK]

Approved by President's Council on 2/20/2012

Revised: 10/29/2012

Revised: 03/03/2014

The increasing number of online programs and courses requires policies, procedures and guidelines to maintain consistency among online pedagogy and processes. The target audience for this guide is online instructors and provides protocol for teaching online.

Revision History

Version	Approval Date	Description
1.0	2/20/2012	Official Distance Learning Handbook Approved
1.1	10/29/2012	Added LMS Course Retention, LMS Roster Loading & LMS Class Roster to the Technology Guidelines Section
1.2	03/05/14 Approvals Complete: DE: 2-12 IC: 2-12 PC: 03-14	<p>The following updates account for changes in reference document names, links, and nomenclature. The updates also include documentation of currently practiced expanded/improved processes.</p> <ul style="list-style-type: none"> • Changed “fully online programs” to “online programs”. • Modified document to consistently refer to the Online Developer Certificate Program the same way. • Added the storage of the Online Developer and/or Online Instructor certificate of completion in the instructor’s personnel file. • Updated Overall Request, Review and Approval Process diagram to include periodic review. • Added detailed request, review and approval process diagrams from the substantive change submission for further clarification. • Changed Overall Request, Review and Approval Process Diagram and Course Approval form to consistently state the online course design approval must be completed prior to the start of the semester. • Removed the Course Revision Form and Inventory Update Form requirement for submitting a request to Curriculum Committee. Request is now channeled through the Office of Distance Education and then captured on the agenda and minutes. • Removed incorrect web link for the ACGM manual and WECM • Changed the title of the Human Resources Manual to the LIT Policies and Procedures Manual • Corrected the title of the catalog to Lamar Institute of Technology Catalog & Student Handbook. • Clarified in the Student Requirements section that students must meet both campus and program requirements. • Reemphasized statements from the catalog and/or Banner specifying that online students are notified of the potential for additional fees. • Removed the incorrect link to the Distance Education Online Orientation website.

Version	Approval Date	Description
		<ul style="list-style-type: none">• Changed Part of Term References to no longer utilize the old section number nomenclature.• Removed specific names from the Distance Education Committee Members list and referenced the periodically updated campus committee membership list.• Inserted an updated Online Course Quality Checklist.• Inserted an updated syllabus for an online section.• Made clarification changes to the glossary terms.• Changed the training program to specify Tier 1 as recommended for all instructors.• Added Developer to the Course Approval Form to account for when an instructional designer is partnered with an instructor not certified as a developer.• Regrouped alike items together in the appendix.• Added sample minutes from a periodic review

NOTE: All revisions are approved by the Distance Education Committee, Instructional Council and the President’s Council

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Handbook

Introduction

The increasing number of online programs and courses requires policies, procedures and guidelines to maintain quality of online pedagogy and processes. The target audience for this guide is online instructors and provides protocol for teaching online.

Policies

Distance Learning pedagogy and processes may vary from face-to-face practices. LIT employees who choose to teach an online section must comply with the Distance Learning Instructor Handbook. Employees who do not comply with this handbook will not be allowed to teach an online section.

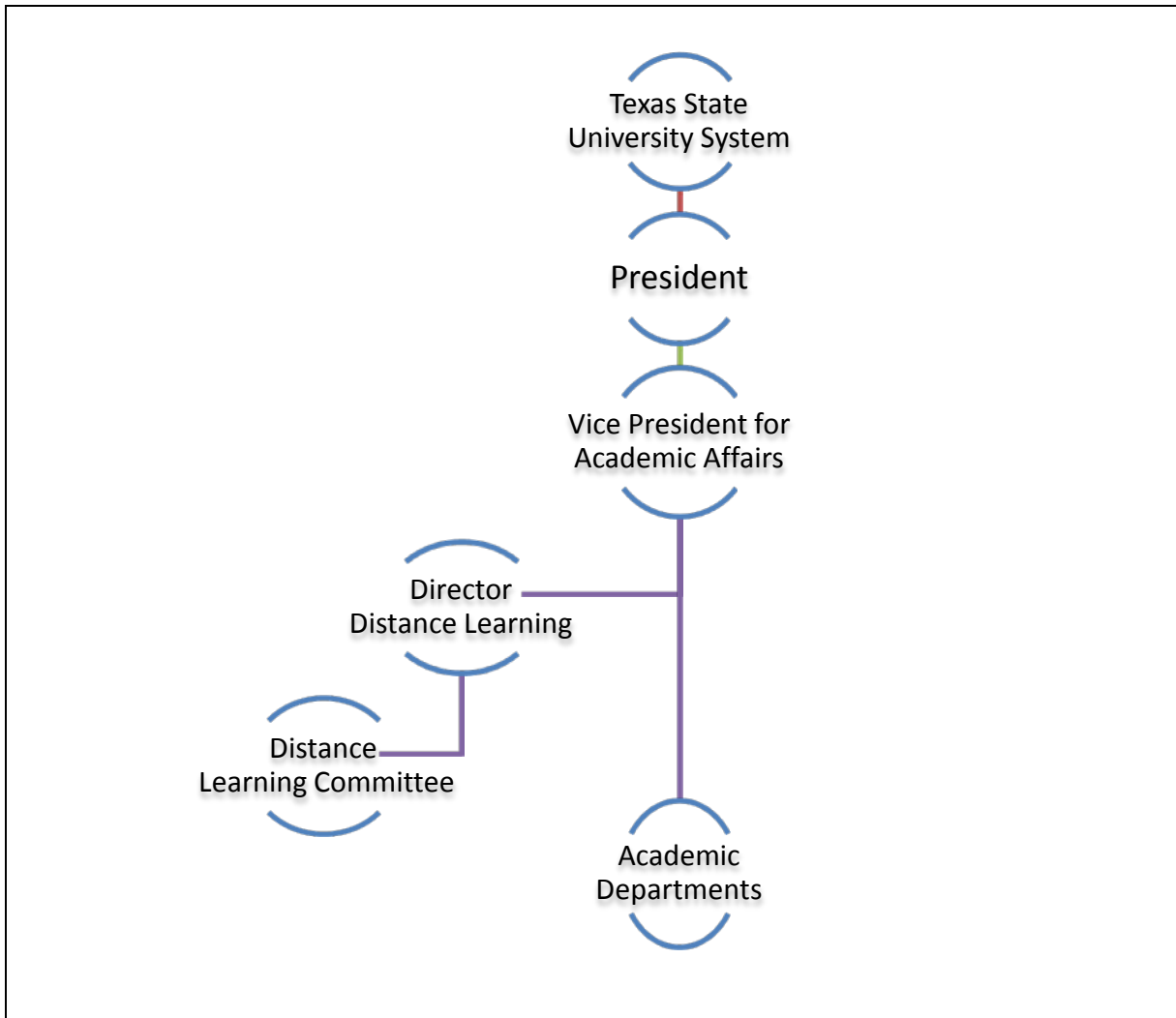
Accreditation

Lamar Institute of Technology (LIT) received approval in 2010 and 2011 from the Southern Association of Colleges (SACs) to offer several programs online.

This increase in online courses/programs mandates the need for a set of LIT guidelines documenting standards and protocol for students and instructors engaged in online learning. The Distance Learning Instructor Handbook documents guidelines to meet SACs commitments, provides information for new online instructors, and supplies a guide for reporting policy and procedure expectations.

Distance Learning Structure

The following organization chart identifies those individuals and offices responsible for the oversight of the Lamar Institute of Technology Distance Learning mission statement.



See the Distance Learning Committee Charter, page 14

Instructor Requirements

Faculty who teach online courses must have the academic credentials and experiences relevant to the courses taught in their respective programs. The minimum academic credentials and experiences are dependent on the course(s) being taught. Online instructors must meet the same minimum requirements as face-to-face instructors.

Faculty who teach online courses at LIT, however, must complete additional credentials before teaching online courses. Each online instructor must complete the LIT Distance Learning Online Instructor Certification Program and continue to complete a minimum of four (4) relevant distance education professional development hours annually. Instructors designing and developing an online course must also complete the LIT Distance Learning Online Developer Certification Program. See LIT Faculty Training Program, page 15.

Topics in the program include Orientation to LIT Distance Education, Introduction to Blackboard™, Introduction to Learning Theory and Instructional Design Principles,

Introduction to Panopto™, Online Resources, Advanced Blackboard™, Respondus™ and Lockdown Browser™, Good Test Writing Principles, and Video Recording and Editing. The Online Developer Certification Program includes the final step of coordinating a review and approval by two certified online developers with approval by the Office of Distance Learning and the VP of Academic Affairs per the LIT Online Course Quality Checklist. See Course Design & Review, page 9.

Each instructor is required to sign an Online Instructor Agreement form that addresses ownership of materials and expectations for online instructors. See Online Instructor Agreement Form, page 16.

Faculty and adjunct instructor evaluations contain subsections dedicated to online teaching. See Faculty Evaluation (page 17) and Adjunct Faculty Evaluation (page 18).

Course Requirements

Introduction

Prior to admitting an online offering into the LIT Class Schedule and the LIT Catalog & Student Handbook, the request must be approved by the Curriculum Review Team and the President's Council. Request approvals are stored within the Office of Academic Affairs. See Detailed Request Process, page 20.

It is recommended that the course be taught first as a hybrid and then as a fully online section. Prior to being taught as a fully online section, the design of the course must be reviewed by two instructors, approved by the Office of Distance Learning, and approved by the VP of Academic Affairs. The Course Approval Form is stored in the course's associated Program Binder and supporting documentation is stored in the Office of Distance Learning. See Detailed Course Design Review & Approval Process, page 21.

Students are given the opportunity to evaluate every course at LIT, including online courses. Two surveys exist: Student Rating of Teaching Effectiveness and Online Course Additional Survey Questions. Online courses utilize both evaluations. Survey information is analyzed and summarized by the Coordinator of Institutional Effectiveness and Grants separately and within the overall institution evaluation results. The Online Course Additional Survey Questions are utilized for the instructor evaluation and the course design/instruction periodic review. See Online Course Additional Survey Questions, page 37.

The objectives in the syllabus must include the associated Workforce Education Course Manual (WECM) or Academic Course Guide Manual (ACGM) objectives. Any deviation from this must be approved by the Curriculum Review Team with the exception of the addition of objectives approved by the Program Director/Coordinator and/or Department Chair. See sample Online Syllabus, page 23.

Course Design & Review

LIT Online courses *must* meet the requirements specified on the Online Course Quality Checklist, page 30. The LIT Online Course Quality Checklist consists of the following sections:

- Overall Course Design
The overall course design is segmented for cognitive learning and contains essential elements for an effective online course.
- Course Orientation
The course orientation helps the students familiarize themselves with the learning environment and sets the stage for social, cognitive and teacher presence.
- Course Content
The course content aligns with the course objectives, meets various learning styles, engages the students and uses technology accessible by all online students.
- Instructional Design Alignment
Based on Mager's theory and Bloom's Taxonomy, objectives must align with course content and the appropriate level of assessment. See the Alignment Grid and Blooms Taxonomy Diagram, page 34.

Two peer reviews are completed with an additional approval by the Office of Distance Learning and the VP of Academic Affairs.

Assessments

Lamar Institute of Technology takes academic integrity seriously. Cheating is not tolerated! For further information, reference the Lamar Institute of Technology Policies and Procedures Manual (Policy 2.2.1) and the Lamar Institute of Technology Catalog & Student Handbook (Academic Dishonesty).

Course design considerations are necessary to maintain academic integrity. Recommendations include: varying the assessment method, maximizing the usage of technology settings, and proctoring exams. See the Testing Online Proctoring Form, page 48.

The LIT Testing Center provides proctoring services free to online students within online sections. Proctoring services for online courses must be approved by the Office of Distance Learning prior to the start of the semester by submitting the Testing Center Services Part A form. See the Faculty Request for Testing Services *Part A*, page 49. Instructors must provide the following information to the LIT testing center to utilize its services:

- Cell Phone Number (if available)
- Office Phone Number
- Email
- Class Roster
- Test Password
- If applicable, Selective Release Criteria

- Special Instructions
- Alternate method of exam delivery (paper/pencil)

To use the testing center, the instructor needs to submit the Faculty Request for Testing Center Services Part B form a minimum of two weeks prior to the test availability dates. See the Faculty Request for Testing Center Services (Part B) Faculty Request for Testing Center Services (Part B), page 50. To use an alternative certified testing center, the student needs to complete the Online Proctoring Form (page 48), submit it to the alternate testing center and communicate with the instructor a minimum of two weeks prior to the due date for the exam.

Student Requirements

Online students must meet the same campus/program requirements and will receive the same degree as on campus students. Prior to registering for an online course, students should take the “Is Distance Learning Right for Me” orientation / assessment located on the LIT Website under Distance Education, Orientation for Online Courses. When registering for courses, students are notified that if they register for an online course they may accrue additional fees. Students taking online courses are charged an additional technology fee. Students taking *only* online courses may request reimbursement for the Student Center Fee, Health Center Fee, and the Recreational Sports Center Fee through the Cashier’s Office. Possible additional fees and requirements unique to an online course are specified in the syllabus for the online section.

Other

Online Academic Advising

LIT recognizes that online students have unique challenges. LIT has online academic advisors dedicated to assisting online students. The online academic advisor serves as a single point of contact for answering questions and providing student support. Students who would like to talk with an online academic advisor should email: online.advisor@lit.edu.

Early Alert Process

Instructors should contact, through an alternative method, students who have not logged into the course by one day after the last day of registration

Tools are available to alert instructors of at-risk-students. Blackboard’s alert module displays student names who are missing due dates, and custom alerts may be created by the instructor. A possible custom alert may include: > 5 days since last logged into the class.

Technology Guidelines

LMS Usage

Lamar Institute of Technology utilizes one Learning Management System (LMS) as the entry point for fully online, hybrid and web-enhanced courses. The Distance Learning Committee selects and recommends the campus wide LMS.

If an additional site/tool outside of the campus LMS is used, the following items must be available in the campus LMS:

- Syllabus & Office Hours
- Course content and/or link to external content

Additional preferred items to keep within Blackboard™:

- Grade Book, if not all grades, include major grades
- Messages
- Discussion Threads

If the predominate structure of the course is being offered through another Learning Management System (LMS), the course must *still* follow the Online Course Overall Request, Review and Approval Process. See the Overall Process, page 19.

Lamar Institute of Technology uses the Campus Learning Management System (LMS), Blackboard for web enhanced, hybrid and fully online courses. This protocol applies to all courses.

LMS Course Retention

Lamar Institute of Technology will retain Blackboard detailed course materials in the active LMS instance for one full year plus one long semester. For example: courses offered in the Fall of 2011 will be deleted from Blackboard at the end of the Spring of 2013 term. If it is necessary to restore a course, this can be done by contacting the LIT Blackboard Support point of contact who will then request the restore from the Blackboard vendor.

Upon the completion of each semester, the courses for that completed semester will be made unavailable to the student. The instructor will still have access and may opt to make the course(s) available again to students.

LMS Roster Loading

Lamar Institute of Technology - Technology Services will load students from the Student Information System (Banner) to the Campus LMS. The load schedule will be requested through the helpdesk from the Office of Distance Learning when schedule building is complete. Load dates will be provided within the help desk request.

Classes, no students, will be loaded promptly after the completion of schedule building. Instructors must set up their courses by starting fresh or by copying from a master course

or previous semester course. Classes added to Banner after the completion of schedule building, will be built within Blackboard after receiving a helpdesk request from the department chair, or departmental administrative assistant.

Students will be loaded, at a minimum, once a day starting three days prior to the start of the semester until the official last day of registration. Fully online instructors must make their courses available for students three days prior to the start of the semester.

LMS Class Roster

Instructors must *reconcile* their Blackboard User list with the Banner Roster published on the census date. The Academic Calendar contains the specific census date and is defined as shown below. Banner contains the *official* roster.

Full Term	Weeks	Census Day
Fall, Spring	16	12 th class day
Summer I	6	4 th class day
Summer II	6	4 th class day
Summer III	6	4 th class day

Part of Term	Weeks	Census Day
Fall Late START	12	9 th class day
Fall First 8-week	8	6 th class day
Fall Second 8-week	8	6 th class day

The following is the required action:

- Students on the official roster and not in the Blackboard Course: The instructor will add the students to the Blackboard course.
- Students in the Blackboard Course and not on the official roster: The instructor will attempt to contact the student and will **DENY** the student access to Blackboard (NOT *delete* the student from Blackboard).

Appendix

Glossary

Traditional Class: A class that physically meets face-to-face at the following campuses: LIT, Silsbee, AGC (Associated General Contractors) and/or the Fire Grounds.

Web Enhanced: Web Enhanced courses are offered 100% on campus (Traditional Format) and utilize online materials to complement the on ground instruction.

Hybrid Courses: Hybrid courses are designed so students attend classes in a traditional face to face format and an online format. *Greater than 50% of the course is offered on campus (Traditional Format).* An online component substituting for a portion of the traditional on campus classroom time is offered utilizing a Learning Management System (i.e., Blackboard).

Online Class: A class that meets *greater than 50% online* through a LIT approved online management system (i.e., Blackboard). An online course may require proctoring within a certified testing center.

Online Exams: Exams administered in an online format (i.e. Blackboard) for students from LIT and other colleges/universities. Online courses may contain a requirement for a paper/pencil exam to be completed in a certified proctoring center.

Distance Learning Committee Charter

Office of Distance Learning

The Office of Distance Learning mission is to provide leadership and support for staff and instructors in the development of fully online courses and programs.

This includes:

- Online Course Quality Assurance
- Online Instructor Selection, Qualifications and Training
- Selection and Roll-out of Distance Learning Tools
- Instructional Design Services
- General Support

Director: Robin Lisk, PHR, M.Ed. 409-880-7432 rrlisk@lit.edu
Instructional Designer: Jason Woodall, M.Ed. 409-981-6817 jlwoodall@lit.edu

Distance Learning Committee

Goal:

The goal of the distance learning committee is to set direction for LIT Distance Learning, problem solve issues, evaluate and select technology for distance learning and set the standard for others in the organization.

Meeting Frequency: Once a month and as needed for special projects

Role:

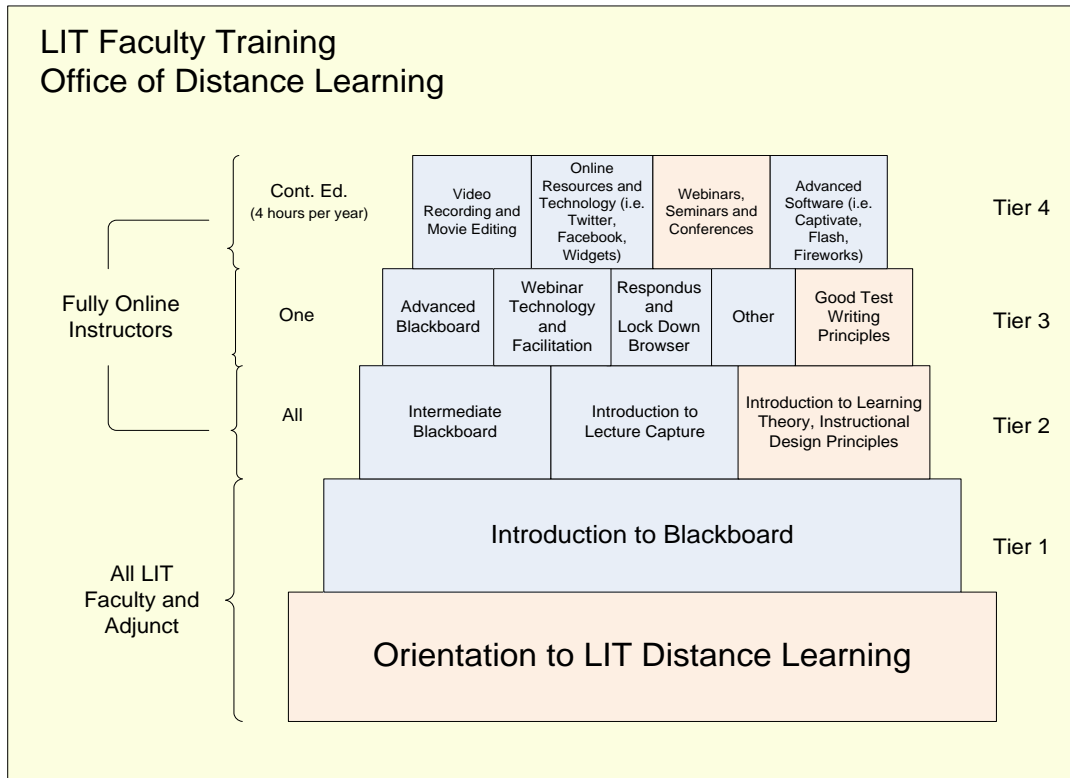
- Attend Distance Learning Committee meetings and represent area
- First line of support within departmental area for distance learning topics. This includes answering questions on key online learning principles and the core instructional software
- Instructor for one or more subjects and/or mentor for a new online instructor
- Be an example for others and support/promote distance learning direction and decisions

Representation: (appointed by President)

Departmental Area	Representative(s)
Academic Departments	Reference the campus committee membership document for specific names. Membership is reviewed and updated on an annual basis.
Allied Health and Sciences	
Business Technology	
General Education	
Public Safety and Services	
Technology	
Support Departments	
Institutional Effectiveness	
Technical Services	
Workforce Training & Continuing Education	
Student Services	

Online Instructor Requirements

LIT Faculty Training Program



All Instructors:	Recommended to complete Tier 1
Fully Online Instructors	Required to complete Tier 1, Tier 2 and at least one course from Tier 3
Course Developers	Certified Fully Online Instructor + Developer of an online course with the completion of a design review & approval. (Other arrangements may be made for the second criteria).

After completing Tier 1, Tier 2 & one building block of Tier 3, online instructors must continue to develop their skills by completing four hours of relevant training per year.


Upon completing the Online Instructor Certificate or the Online Developer Certificate Program an official certificate of completion is placed in the employee's personnel file.

The completion of the certificate programs and the additional four hours of professional development are documented in the instructor's Faculty Annual Review document.

Tier 1, Tier 2, & Tier 3 training is offered periodically on ground and online. Tier 4 professional development opportunities are communicated periodically through email and may be requested through distanced@lit.edu.

Online Instructor Agreement Form

The Online Instructor Agreement Form is located on the Forms drive in the Distance Learning – Forms folder. Below is an *example* of an agreement form. It may not be identical to the one on the forms drive.



Distance Learning - Instructor Agreement

Name: _____

Agree to meet the following requirement(s) within one month prior to the start of the semester:

- The master syllabus for the online course section is ready for movement to the LIT Website.

Agree to meet the following requirement(s) prior to the start of the semester

- New Fully online courses are reviewed by two peer reviewers and approved by the "Office of Distance Learning" and the VP of Academic Affairs. Each course is reviewed & approved the first time offered and periodically.
- Fully online instructors complete the Online Instructor Certificate Program.
- Online course developers complete the Online Developer Certificate Program.

Meet the following additional requirements:


- Fully online courses are active with content two working days prior to the first day of school
- Upon leaving the organization, agree to leave all materials developed for LIT courses with the institution.


To teach an online course you must agree to the terms above. Please sign below to signify that you received this communication and will meet the requirement to continue to be an online instructor.

Instructor Name: _____

Department Chair: _____

NOTE: If the above requirements are not met, the course will be evaluated by the "Office of Distance Learning" and the VP of Academic Affairs for removal from the guaranteed schedule.

02/10/14  Version 1.2 (handbook)



Online Instructor Evaluation

The following are excerpts from the faculty and adjunct evaluation forms pertaining to distance learning. Instructors, who teach online, complete the following additional items within the forms.

Faculty Evaluation

Instruction

For online instructors only (Effective September 1, 2011):

- a. The course(s) being taught meet the **LIT Quality Assurance Standards** (approved by the Office of Distance Learning) and the instructor continues to improve their course and/or instruction. List courses and describe improvements. For example: implemented improvements based on peer reviews, integrated new technology, incorporated feedback from survey.
- b. **Student Evaluations:**
 Include average survey results for each item identified below. If the student evaluations indicate two scores less than 80% in the “Strongly Agree” and “Agree” categories, for consecutive semesters on the same item, the instructor may receive a mark in the Needs Some Improvement Category of the Distance Education section. If the instructor receives less than 80% for any item, the Director of Distance Learning and Instructor may meet to discuss improvements.

Proper Availability:	Number	Fall Rating Average	Spring Rating Average
	10		

Effectiveness of Course Design:	Number	Fall Rating Average	Spring Rating Average
	12		
	15		
	16		
	17		

Comments / Explanations:

Distance Education Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Professional Advancement:

For online instructors only:

- a. Maintain Online Instructor Certification by completing at least 4 hours of professional development related to online learning. List professional development completed.
- b. Plays a role in advancing distance learning with LIT. (Distance Learning Committee Member, Distance Learning Subcommittee Member, Teach one or more of the Distance Learning Faculty Training Sessions, Mentor for an online student at risk).

Distance Education Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Adjunct Faculty Evaluation

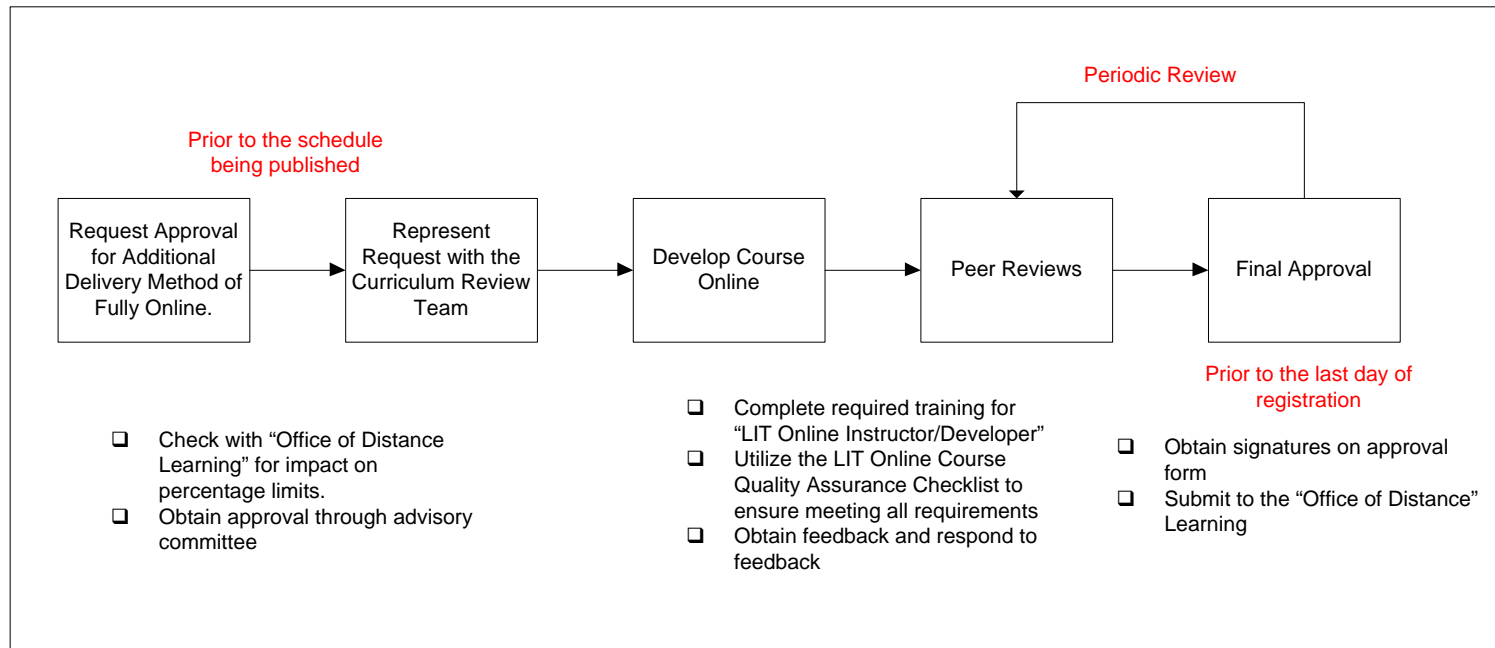
Read the criteria below and assess your level of achievement for each criterion. Check each criterion.

Online Instructors Only

	All the time	Most of the time	Seldom	Never
9 I am available online for students enrolled in online courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I am qualified, competent, and knowledgeable in online pedagogy and the usage of online teaching tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

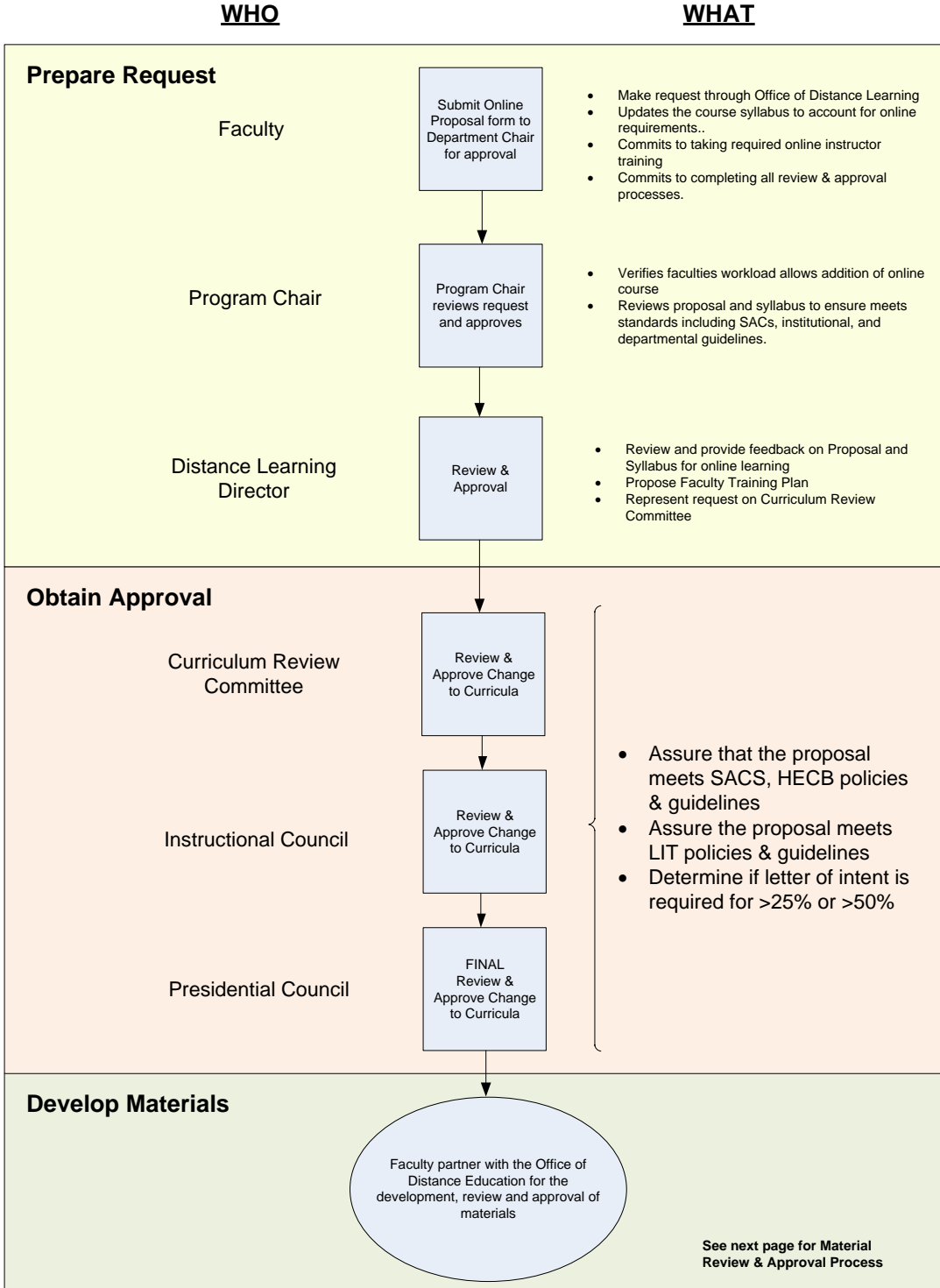
Request, Review and Approval Process

Overall Process



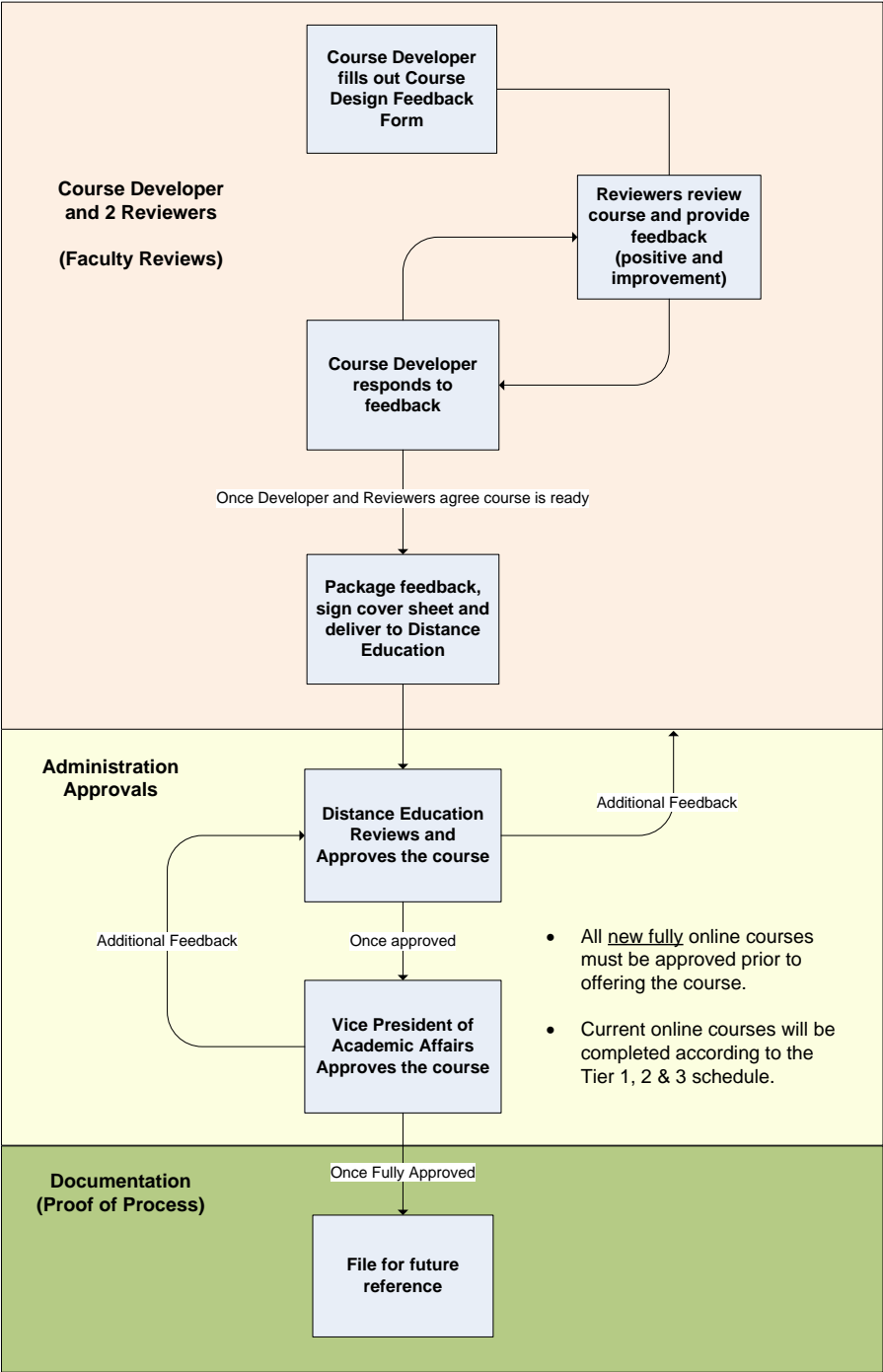
Detailed Request Process

There is an institutional approval process for requesting to offer a course in the online format.




Detailed Course Design Review & Approval Process

The following Quality Assurance Review Process starts once the Curriculum Review Committee, the Instructional Council, and the President’s Council approve the offering of the course in an online format.



Course Approval Form

The Course Revision Form is located on the Forms drive in the Distance Education\Forms folder. Below is an *example* of a Course Revision Form. It may not be identical to the one on the forms drive.



Office of Distance Learning


Course Approval Form

Course Number:	
Course Title:	
Instructor:	
Instructional Designer:	
Semester:	

Approval Signatures:
The signatures below designate that the designed course meets the Lamar Institute of Technology Online Course Quality Requirements.

	Signature	Date
Faculty Reviewer		
Faculty Reviewer		
Distance Education Director		
VP of Academic Affairs		

Last Modified: 02/10/14 rrl



Online Syllabus

The following is a sample. The official template is located in the Curriculum\Syllabi folder. An electronic copy may be requested from your department chair. Items highlighted in yellow are areas that must be changed for online sections.



Medical Terminology (HITT 1305) Online

Credit: 3 semester credit hours (2 hours lecture, 2 hours lab)

Prerequisite/Co-requisite: Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment:
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

Course Description

This course is the study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures. *This course is time-bound, structured, and completed online with a proctored final.*

Required Textbook and Materials

1. Wingerd, Bruce, (2011). *Unlocking Medical Terminology* 2nd Edition. Pearson ISBN – 13: 9780132166300
2. Computer with internet access
3. Pearson Medical Terminology Interactive access code (Access code comes with new text book; scratch off on the inside front cover. If purchasing used text book, then must purchase access code separately.)

Course Objectives

Upon completion of the course, the student should be able to:

1. Identify, pronounce, and spell medical terms.
2. Use medical terms in context.
3. Build and analyze medical terms.
4. Use medical references as resource tools.

Course Outline

- A. Word parts: the building blocks of medical terminology
 - 1. The four word parts
 - 2. Defining medical terms
 - 3. Constructing medical terms
 - 4. Pronunciation of the medical terms
 - 5. Spelling
 - 6. Singular and plural endings
- B. The human body in health and disease
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: diagnosis
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- C. Cells, tissues, and cancer
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: cancer
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- D. The integumentary system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: burns
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- E. The skeletal and muscular systems
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: fractures
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
- 8. Abbreviations
- 9. Medical reports
- F. The nervous system and mental health
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: accumulation of fluids in the brain
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- G. The special senses: the eyes
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: glaucoma
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- H. The special senses: the ears
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: otitis media
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- I: The endocrine system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: diabetes mellitus
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- J. The cardiovascular system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview

3. Root words
 4. Symptoms and signs
 5. Clinical case study: heart disease
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- K. Blood and the lymphatic system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: AIDS
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- L. The respiratory system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: tuberculosis
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- M. The digestive system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: GI ulcers
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- N. The urinary system
1. Word parts focus
 2. Anatomy and physiology overview
3. Root words
 4. Symptoms and signs
 5. Clinical case study: renal failure
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- O. The male reproductive system; STDs
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: prostate cancer
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- P. The female reproductive system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: cancers of the uterus
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- Q. Obstetrics and human development
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: fetal alcohol syndrome
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical report

Grade Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

Assignments	20%
Participation on Discussion Boards	20%
Unit Exams (3)	45%
Final Exam (Proctored)*	15%

*The student will be required to take the comprehensive final in a proctored environment.

Course Requirements:

1. Students can complete this course without physically visiting the institution offering the course.
2. The student will combine elements to create medical terms.
3. The student will utilize a medical dictionary.
4. The student will post discussions as instructed along with any other assignments instructed to complete.
5. The student will access the textbook publisher's website and complete the interactive assignments/games.
6. The student will complete online quizzes and unit exams by the due dates shown on the course calendar.
7. The student will be required to take the final exam in a proctored environment. If you live within 60 miles from campus, please plan to take the proctored exam within the LIT ACT Testing Center located in T1 Building. Learners from a distance may make alternative arrangements. Acceptable proctors include: Elementary or secondary school superintendent, principal, or guidance counselor; Certified Librarian at a public library; Officer at a Testing Center; Human Resources Manager; or Education Coordinator.

Course Policies:

1. Students must provide their own textbooks, writing instruments, and other necessary supplies for classes.
2. Students must log onto Blackboard and access this course a minimum of three times per week.
3. Students must respect one another and all faculty.
4. Internet Usage – Students are expected to use proper net etiquette while participating in course emails, assignment submissions, and online discussions.
5. Cheating of any kind will not be tolerated.
6. All exams will be taken on the scheduled dates. There will be **NO MAKE UP EXAMS**.
7. All assignments are due when stated. Late assignments are not accepted.

8. Additional course policies are outlined in “Classroom Policies” provided at the beginning of the semester.
9. Students are expected to follow the Lamar Institute of Technology Code of Conduct and Disciplinary Policy
10. Any violation of classroom policies may result in student being asked to leave class and result in an absence.
11. If you wish to drop a course, the student is responsible for initiating and dropping the course. If you stop logging-in to the course and do not complete the course drop process, then you will receive an “F” grade for the course.
12. The instructor will respond to e-mail and voice mail communication within 48 hours Monday through Friday. Assignment grades will be published within 2 weeks of the assignment due date.

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://kb.blackboard.com/pages/viewpage.action?pageId=25368512>

A functional internet connection, such as DSL, cable, 3G, 4G, WiMAX, WiFi, satellite, or other broadband access is necessary to maximize the use of the online technology and resources.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the online resource:

<http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Course Schedule: (subject to change)

Week of	Topic	Reference Specify text and location online.
Week 1	Intro to Blackboard; Chapter 1 Word Parts	Online: <ul style="list-style-type: none"> • Home Page • Learning Module: Chapter 1 • My Health Professions Text Book: Pp 2 - 25
Week 2	Chapter 2: The Human Body in Health & Disease	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 2 • My Health Professions Text Book: Pp 26 – 61
Week 3	Chapter 3: Cells, Tissues, and Cancer	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 3 • My Health Professions Text Book: Pp 62 – 95

Week 4	Chapter 4: The Integumentary System;	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 4 • My Health Professions Text Book: Pp 96 – 133
	Exam 1 (Chapters 1 – 4)	Online: <ul style="list-style-type: none"> • Home: Power Points 1 - 4 • Learning Modules: Exam 1 Text Book: Pp 2 - 133
Week 5	Chapter 5: The Skeletal and Muscular Systems	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 5 • My Health Professions Text Book: Pp 134 – 185
Week 6	Chapter 6: The Nervous System and Mental Health; Chapter 7: The Special Senses: The Eyes	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 6 • My Health Professions Text Book: <ul style="list-style-type: none"> • Pp 186 – 227 • Pp 228 - 263
Week 7	Chapter 7: The Special Senses: The Eyes; Chapter 8: The Special Senses: The Ears;	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 7 • Learning Module: Chapter 8 • My Health Professions Text Book: <ul style="list-style-type: none"> • Pp 228 – 263 • Pp 264 - 293
	Exam 2 (Chapters 5 – 8)	Online: <ul style="list-style-type: none"> • Home: Power Points 5 - 8 • Learning Modules: Exam 2 Text Book: Pp 134 - 293
Week 8	Chapter 9: The Endocrine System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 9 • My Health Professions Text Book: Pp 294 - 335
Week 9	Chapter 10: The Cardiovascular System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 10 • My Health Professions Text Book: Pp 336 – 379
Week 10	Chapter 11: Blood and the Lymphatic System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 11 • My Health Professions Text Book: Pp 380 – 423
Week 11	Chapter 12: The Respiratory System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 12 • My Health Professions Text Book: Pp 424 – 471

Week 12	Chapter 13: The Digestive System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 13 • My Health Professions Text Book: Pp 472 – 519
	Exam 3 (Chapters 9 - 13)	Online: <ul style="list-style-type: none"> • Home: Power Points 9 - 13 • Learning Modules: Exam 3 Text Book: Pp 294 - 519
Week 13	Chapter 14: The Urinary System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 14 • My Health Professions Text Book: Pp 520 – 563
Week 14	Chapter 15: The Male Reproductive Systems & STDs	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 15 • My Health Professions Text Book: Pp 564 – 603
Week 15	Chapter 16: The Female Reproductive System	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 16 • My Health Professions Text Book: Pp 604 – 653
Week 16	Chapter 17: Obstetrics and Human Development;	Online: <ul style="list-style-type: none"> • Learning Module: Chapter 17 • My Health Professions Text Book: Pp 654 – 695
	Final Exam (Chapters 14 – 17)* <ul style="list-style-type: none"> • Must be in taken in a proctored environment 	Online: <ul style="list-style-type: none"> • Home: Power Points 14 - 17 • Learning Modules: Final Exam Text Book: Pp 520 - 695

Contact information varies by instructor.

Online Course Quality Checklist

The Online Course Quality Checklist is located in the Distance Education\Forms folder. Below is an example of the checklist. It may not be identical to the one on the forms drive.

Course:				
Reviewer:		Instructor:		
Review Date:		Iteration #		Next Review Date:
Resources:				

Quality Standards		Yes	No	Un	Comments
Overall Course Design (D)					
D1	Syllabus Approval Complete based on at a minimum the standards set for Spring 2010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D2	The course home page makes it clear within which course the student has entered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D3	The organization of the course is easy to understand and is segmented into manageable units/lessons/weeks for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D4	Students can complete the course without physically visiting the institution offering the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D5	The Blackboard calendar and/or Other calendar (i.e. MyIT Lab, Bb 9.1 Notifications) has due dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D6	The course acknowledges the importance of ADA requirements. Link to contact information for gaining ADA accommodations is on the "MyBlackboard" screen under "Campus Bookmarks"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D7	The course acknowledges the importance of "Academic Integrity". Examples include: timed test, varied assessment methods, lockdown browser, providing results only after test time period expiration, randomized questions, proctored exams, and limited exam availability time period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
D8	Students are given the opportunity to evaluate the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Orientation (O)					
O1	The course provides activities for the student to familiarize themselves with the learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O2	One of the activities – assignments is for the student to review the netiquette expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O3	The self-introduction by the instructor is appropriate. <ul style="list-style-type: none"> o Credentials o Personal Hobbies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O4	Students are requested to introduce themselves to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O5	The instructor has provided guidance on availability and response times. <ul style="list-style-type: none"> o Accessibility (when, how, where) o Response time to student (min. of 48 hours except weekends) o Grading Response Time (min. of 2 weeks) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O6	Student expectations for logging onto class are clear. (typically min. of 4 to 5 times a week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Content (C)					
C1	The course contains materials to meet multiple learning styles: <ul style="list-style-type: none"> o Visual Learner o Auditory Learner o Hands-on Learner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C2	All videos – audio clips are segmented in a fashion to make them downloadable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C3	All technology utilized is standard and/or tested on multiple platforms with multiple browsers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
C4	A “community” for learning is created. (i.e. Discussion Threads, chat rooms, face book) encouraging student-to-student interaction and instructor-to-student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C5	Student learning online is comparable to student learning offered at the campus where the program or course originates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C6	All resources and materials used in the online course are appropriate and cited if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Design Alignment (A)					
A1	The course goal and objectives meet the SAC requirements (WECM, ACGM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A2	The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A3	The overall goals / objectives are well written. <ul style="list-style-type: none"> o Include all components <ul style="list-style-type: none"> o Action verb o Condition o Criteria (Measurable) o Segmented at a good level 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4	The learning objectives of the course are articulated and specified on the module/unit level .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A5	“Self-check” or practice types of assignments are provided for quick student feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A6	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The course developer should complete the following table prior to the review. A separate form containing the table below is available on the forms drive: [Distance Education/Forms](#)

Objective	Blooms Taxonomy Level	Course Content	Course Assessment Method	Comments

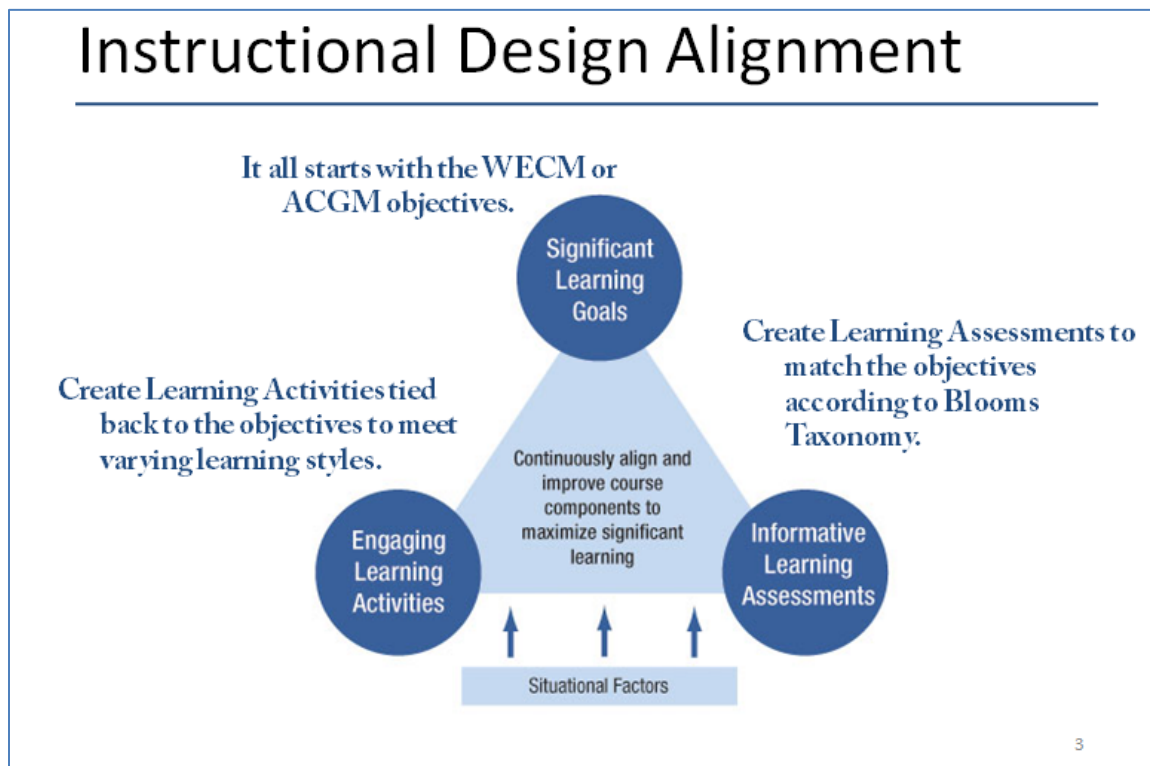
Objective	Blooms Taxonomy Level	Course Content	Course Assessment Method	Comments

Comments:

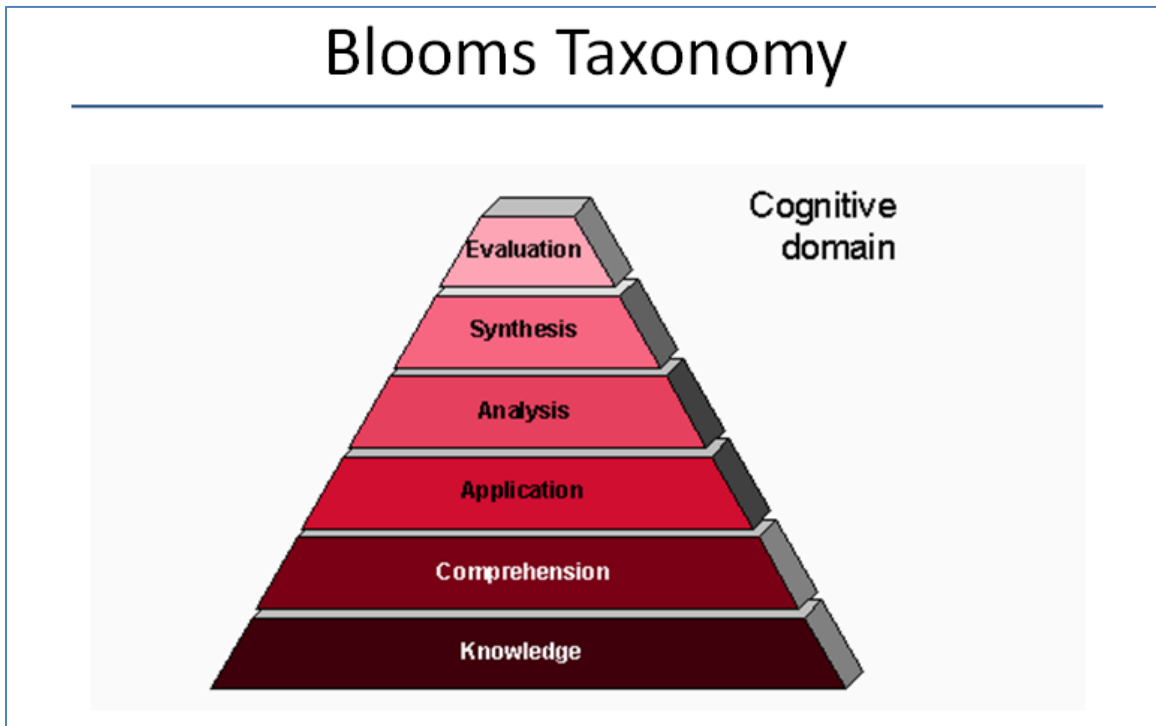
Upon completion of the review and implementation of all changes, please sign the approval form, attach to the top of all iterations feedback forms and route to the Director of Distance Education.

Alignment Grid and Blooms Taxonomy Diagram

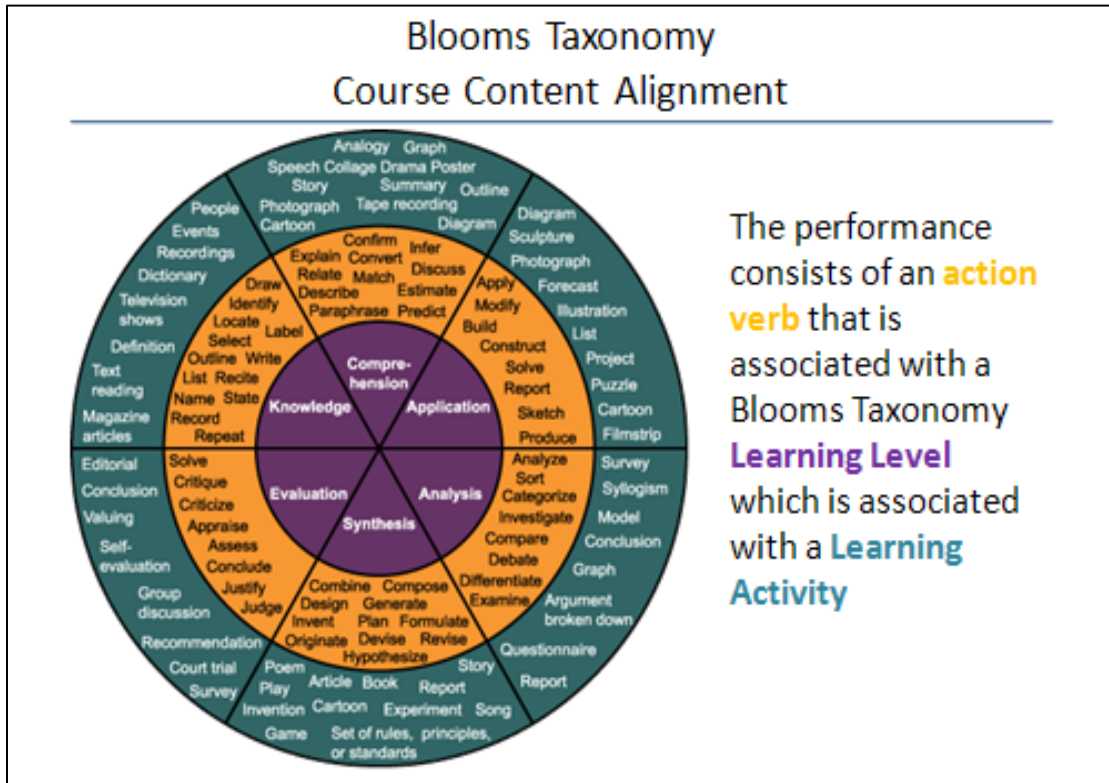
Instructional Design Alignment



Blooms Taxonomy Cognitive Domain



Blooms Taxonomy Course Content Alignment



Course Evaluation

Online Course Additional Survey Questions

The following survey supplements the campus wide survey. Contact the Office of Institutional Effectiveness for a copy of the campus wide survey. The official survey is generated and stored in the Office of Institutional Effectiveness. The questions below are a sample of the types of questions targeted towards fully online courses. The items highlighted are specifically addressed in the faculty evaluation.

1. Have you taken an online course before?

- a. Yes
- b. No

Answer: _____

2. I prefer online courses.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

3. Online courses are more difficult than face-to-face courses.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

4. Why did you register for an online course?

Answer:

5. The online readiness tools helped determine my readiness for online learning.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

6. I found the following [online readiness tools](#) helpful. Check all that apply.

- a. "Is Distance Learning Right for Me" Self-Evaluation
- b. Learning Style Comparison Chart
- c. Listed Required Computer Skills
- d. Tips for Success
- e. None of the above.

Answer: _____

7. I completed the self-assessment, "Is Distance Learning Right for Me".

- a. Received minimum recommended score for an online learner
- b. Did not receive the minimum recommended score for an online learner
- c. Did not take the self-assessment

Answer: _____

8. I had the required computer skills to take this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

9. I attended (Online or in Person) an orientation to familiarize myself with the online learning environment.

- a. Yes
- b. No

Answer: _____

10. The instructor was responsive and supportive.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

11. There was adequate technical support for this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

12. The course was easy to follow and navigate.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

13. If answered disagree on question #12, then explain.

Answer:

14. The instructor encouraged interaction with my classmates.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

15. The materials, activities and/or assignments in my online course helped me master course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

16. The exams in my online course provide an accurate assessment of my knowledge of course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

17. The course tools (i.e. grade book, dashboard, assessments) allowed me to monitor my progress towards meeting the established outcomes.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

18. I would consider enrolling in another online course at LIT.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

19. I would recommend LIT online courses to a friend

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

20. What was the most difficult or challenging this semester?

Answer:

21. Please use this space for additional feedback and comments (improvement ideas and/or what we should keep doing). Thank You for taking the time to make LIT a better place!

Answer:

Periodic Review Sample Minutes

Three Year Periodic Review DORI 0200 November 13, 2013

The meeting was called to order at 1:00 pm in TC 114 Distance Learning Lab on November 13, 2013.

Initial Approval Date: 12/14/2012

Course Reviewed: DORI 0200

Members Present

- Robin Lisk Director – Distance Education
- Jason Woodall Instructional Designer – Distance Education
- Michelle Davis Department Chair - GEDS
- Leigh Smith DORI Coordinator

Agenda Items

1. Goals of the Meeting (presented by Robin Lisk)

- Review the course materials and the items listed below, reviewing the course not the instructor.
- Maintain review data / feedback confidentiality

2. Reviewed Student Survey Results:

See Attachment A, page:

The overall survey data is outstanding! The reviewers discussed the items that were below 80%. *SRTE (4):*

The course is general interesting

The following are group comments:

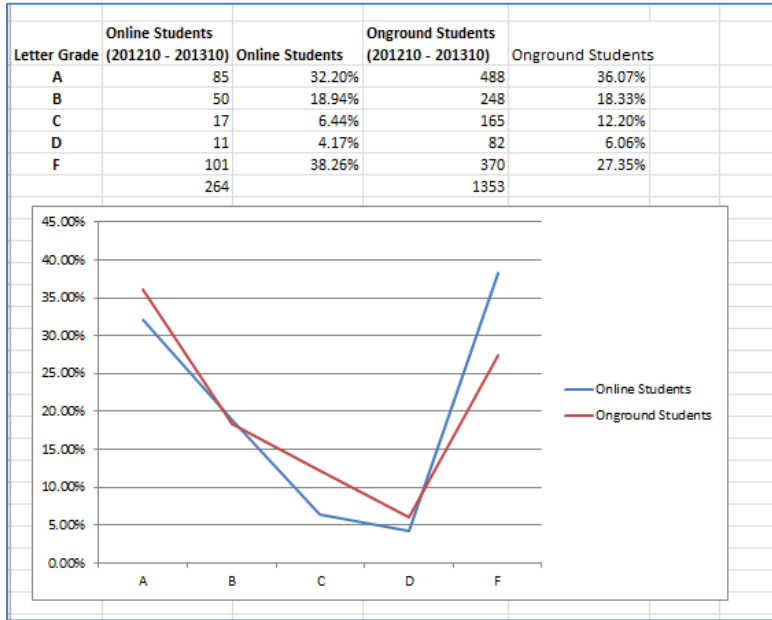
- Adding interesting discussion threads to the class.
- The instructors should make an announcement at least every two weeks.
- Good use of online office hours.

Michelle will follow up with the instructors on the above suggestions.

SRTE (18) The Instructor is reliable in meeting the class

One section scored significantly pulled down the survey results. The general consensus was that this score is low in the one section because it was a section d that was added at the last minute, or the wording of the question is odd for online courses. The more relevant question is SRTE (16): The Instructor is available for help and advice. The Overall rating was 96%, OUTSTANDING!.

3. **Reviewed Grade Distribution:**



The upside down bell curve and the higher number of “Fs” is the typical results for general education LIT courses. No concerns here. Good Job! Online sections and on ground sections have a similar grade distribution.

4. **Syllabus on the LIT Website**

The syllabi for all online sections are no longer on the LIT website (www.lit.edu). Michelle Davis is going to look into this and make a determination on if this requirement changed or if there was a mishap with the updated website. The syllabus used in the course is the correct syllabus.

5. **Course File**

The course file is complete and the minutes will be added to the file.

6. **Instructor Presence in Class**

Suggest the following to increase instructor presence and build more student community.

- Create more discussion threads
- Make an announcement at least every two weeks.

7. **Reviewed Test Itemization Results:**

Overall very good! Suggest removing the question related to meeting with a counselor since LIT does not have a counselor.

The meeting adjourned at 2:00 pm.

Submitted by,

Jason Woodall & Robin Lisk

Attachment A

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
SRTE (2): The Course Learning experiences are consistent with objectives as stated in the syllabus.	86%	100%	82%	100%	100%	100%	100%	100%	100%	100%	100%	97%
SRTE (5): The text and/or supporting materials are consistent with objectives stated in the syllabus.	93%	89%	82%	100%	100%	100%	100%	100%	100%	100%	100%	97%
SRTE (21): Tests and/or assessments were fair and a reflection of what we were responsible for.	86%	89%	92%	100%	100%	100%	100%	100%	100%	88%	100%	96%
SRTE (16): The Instructor is available for help and advice.	86%	100%	82%	100%	95%	100%	100%	100%	100%	88%	100%	96%
SRTE (23): Overall Rating of this Instructor.	86%	89%	81%	100%	95%	100%	100%	100%	100%	100%	100%	96%
SRTE (14): The Instructor Encourages participation.	93%	100%	91%	100%	94%	100%	100%	83%	100%	88%	100%	95%
SRTE (7): The Course Method of evaluation/grading policy was clearly explained.	85%	100%	82%	100%	100%	100%	100%	100%	92%	88%	100%	95%
OASQ (12): The course was easy to follow and navigate.	100%	100%	56%	100%	100%	100%	100%	100%	100%	89%	100%	95%
SRTE (1): The Course objectives are clear and reasonable.	93%	100%	74%	100%	100%	100%	100%	100%	100%	75%	100%	95%
SRTE (19): The Instructor Returns graded tests and papers within a reasonable length of time.	85%	100%	82%	100%	100%	100%	100%	83%	100%	88%	100%	94%

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
OASQ (15): The materials, activities and/or assignments in my online course helped me master course content.	100%	100%	89%	75%	93%	100%	100%	100%	90%	89%	100%	94%
SRTE (12): The Instructor Evaluates my work thoughtfully and fairly.	93%	89%	82%	100%	100%	100%	100%	83%	100%	88%	100%	94%
SRTE (6): The Course Assignments are clear and appropriate.	93%	78%	74%	100%	100%	100%	100%	100%	100%	88%	100%	94%
OASQ (8): I had the required computer skills to take this course.	80%	100%	100%	75%	96%	100%	100%	100%	80%	100%	100%	94%
SRTE (11): The Instructor Presents ideas in an organized way.	71%	89%	82%	100%	94%	100%	100%	100%	100%	88%	100%	93%
SRTE (15): The Instructor is interested in students.	86%	100%	82%	100%	89%	100%	90%	83%	93%	88%	100%	92%
OASQ (10): The instructor was responsive and supportive.	100%	86%	89%	75%	90%	80%	100%	100%	100%	89%	100%	92%
SRTE (8): The Instructor Appears knowledgeable and competent in field.	85%	89%	81%	100%	94%	100%	100%	67%	100%	88%	100%	91%
OASQ (16): The exams in my online course provide an accurate assessment of my knowledge of course content.	100%	86%	78%	75%	95%	100%	100%	100%	90%	78%	100%	91%
SRTE (17): The Instructor Challenges me to think.	79%	100%	73%	100%	84%	100%	90%	83%	100%	88%	100%	91%
OASQ (17): The course tools (i.e. grade book, dashboard, assessments) allowed me to monitor my progress towards meeting the established outcomes.	80%	100%	78%	75%	95%	100%	100%	100%	90%	78%	100%	91%

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
SRTE (22): The Instructor Encourages me to ask questions.	78%	89%	83%	100%	94%	100%	90%	66%	100%	88%	100%	90%
OASQ (14): The instructor encouraged interaction with my classmates.	100%	100%	89%	75%	90%	100%	90%	83%	100%	89%	71%	90%
SRTE (10): The Instructor Conveys interest in subject.	78%	89%	82%	100%	94%	83%	80%	100%	93%	88%	100%	90%
SRTE (13): The Instructor Encourages initiative.	79%	89%	83%	80%	94%	100%	90%	83%	100%	88%	100%	90%
OASQ (19): I would recommend LIT online courses to a friend	100%	72%	89%	100%	73%	80%	100%	83%	90%	88%	100%	89%
OASQ (11): There was adequate technical support for this course.	80%	73%	89%	75%	89%	80%	100%	83%	100%	78%	100%	86%
SRTE (9): The Instructor is well-prepared for class.	71%	89%	82%	80%	83%	83%	100%	67%	92%	100%	100%	86%
SRTE (3): I am learning a lot in this Course.	79%	89%	64%	100%	94%	67%	80%	100%	92%	75%	100%	85%
SRTE (20): The Instructor Explains difficult concepts fully.	93%	78%	82%	80%	94%	100%	80%	67%	83%	88%	86%	85%
OASQ (18): I would consider enrolling in another online course at LIT.	80%	72%	89%	75%	63%	80%	100%	83%	80%	88%	86%	81%
SRTE (18): The Instructor is reliable in meeting the class.	71%	67%	64%	60%	72%	67%	100%	57%	83%	88%	100%	75%
SRTE (4): The Course is generally interesting.	64%	56%	46%	80%	89%	67%	70%	100%	75%	75%	85%	73%

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
	86%	88.97%	80.38%	90.00%	92%	93.34%	95.63%	89.19%	94.47%	87.47%	97.75%	90.46%

Most Difficult

- Figuring out where assignments & test were located
- turning in my assignments on time and understanding some of the questions on the tests
- Making sure not to forget when things are due.
I had to move this semester and having to get a whole new isp was difficult on me. Being without internet was a pain and a little detrimental to my course.
- Remembering the dates for my deadlines.
- Receiving my financial aid late in the semester and having to buy my textbooks late for this reason, and then having to catch up in my classes because due dates had already passed.
- I think that at the beginning of the semester, due dates should be later due to financial aid not arriving on time, etc.

COMMENTS:

- Have a standard lay out for assignments & tests under course content
- Some of the material in the beginning with the orientation assignments was very hard to locate and was not all in the same area as the rest of the assignments. I think making the assignments all in the same area and making the assignment due dates a little easier to locate would be very beneficial to the course.
- I believe this class could be more beneficial if it was geared a little more towards Returning Adult Students. After being out of school for more than 20 years, I need more info on how to better navigate thru getting around a college paperwork and requirements. Not really interested in student clubs or organizations at this age.

Testing

Online Proctoring Form

This form is located: Distance Education\Forms folder. Below is a sample form. The actual form may vary slightly.



Lamar Institute of Technology
A Member of The Texas State University System

Proctor Agreement Form

STUDENT INFORMATION	
Student Name:	<input type="text"/>
Student ID: (i.e. T-number)	<input type="text"/>
Course ID: (i.e. Math 1332)	<input type="text"/>

Thank you for agreeing to proctor an exam for a Lamar Institute of Technology student. Please read the Proctor Guidelines, complete the information below and return the Proctor Agreement Form to the course instructor. The student will make an appointment and the faculty member will send testing instructions and/or materials.

Proctor Guidelines

- Verify student's identity by inspecting a current government issued ID (driver's license) or student ID
- Unless specified as authorized materials by the instructor, do not allow any personal belongings, cell phones, PDAs, electronic devices, pagers, watches, coats, hats, purses, wallets, books or notes in the testing area.
- Keep the exam in a secure area until the student takes the exam.
- Follow instructor's testing guidelines and special instructions.
- Monitor the exam continuously.
- Talking to other students is not allowed during administration of the exam.
- Upon completion of the exam, collect the exam, sign and date the Proctor Certification Form (included with exam).
- Return the exam, any materials requested by the instructors (e.g. scratch paper), and the Proctor Certification Form through a delivery method previously specified by the instructor. For online exams complete the Proctor Certification Form and email to the instructor.

Proctor Agreement


TO BE COMPLETED BY PROCTOR AT THE ALTERNATE TESTING SITE		
Proctor Name and Title:	<input type="text"/>	
Testing Site Name:	<input type="text"/>	
Mailing Address:	<input type="text"/>	
City/State/Zip	<input type="text"/>	
Phone: <input type="text"/>	Fax: <input type="text"/>	Email: <input type="text"/>

I confirm that I have read and agree to abide by the proctoring guidelines and will ensure academic integrity and test security.

Faculty Request for Testing Services

This form is located: Distance Education\Forms folder. Below is a sample form. The actual form may vary.

Faculty Request for Testing Center Services (Part A)


Part A

Faculty Request for Testing Center Services

If you want to use the LIT Testing Center Services, the following form must be prior to the start of the semester.

Faculty Information					
Faculty Name:	<input style="width: 90%;" type="text"/>				
Contact Number:	<input style="width: 20%;" type="text"/>	Home:	<input style="width: 20%;" type="text"/>	Cell:	<input style="width: 20%;" type="text"/>
Course ID: (i.e. Math 1332)	<input style="width: 20%;" type="text"/>	Type of Course:	<input style="width: 80%;" type="text"/>		

Testing Information	
Type of Test	<input style="width: 70%;" type="text"/>
Number of Test	<input style="width: 70%;" type="text"/>
Maximum number of students: (number of sections * maximum allowed for course enrollments)	<input style="width: 70%;" type="text"/>
General Time Frame for Test: (i.e. Finals Week, Mid Semester, Every fourth week)	<input style="width: 70%;" type="text"/>

I confirm that I have read and agree to abide by the following Requirements:

- Discussed design of course with the Office of Distance Learning.
- Will submit Faculty Request for Testing Center Services Part B a minimum of two weeks prior to the rendering of the services.
- The testing center will require the following information:
 - Class Roster
 - Test Password
 - If applicable, Selective Release Criteria
 - Special Instructions
 - Alternate method of exam delivery (paper/pencil)
 - Dates of test availability

Requester:	Date:
Office of Distance Learning:	Date:
LIT Testing Center:	Date:

02/10/2014 [signature]
Version 1.2 (handbook)

Faculty Request for Testing Center Services (Part B)



Faculty Request for Testing Center Services

Part B

- I. **Two Week Notification:** Please notify the testing center (lkjohnson@lit.edu) two weeks prior to the test availability dates.



Service Request Information:	
Instructor Name:	<input type="text"/>
Course ID: (i.e. Math 1332)	<input type="text"/>
Dates of Availability:	Starting: <input type="text"/> Ending: <input type="text"/>

Checklist:

- Test availability dates match testing center hours.
- Students informed of the following:
 - Testing Center Hours: www.lit.edu/testing.asp
 - Who to contact to make an appointment
 - Requirement to present current student ID or valid driver's license

-
- II. **Provide materials prior to test availability date**

- Up-to-Date Class Roster(s)
- Paper Version (back-up)
- Password

Special Instructions: (i.e. selective release criteria)