LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. Paul Carlsen
Chief Content Officer

FROM: Melissa LaCour
Director of New Markets

SUBJECT: Review and Advisement: Repeal LCTCS Policy #1.045 "LCTCSOnline Initial Policy Statements" and LCTCS Policies numbered 3.002 through 3.013.

DATE: 01/17/2017

FOR REVIEW AND ADVISEMENT:

Recommendation: Staff recommends that the Board accept for review and advisement the repeal of LCTCS Policy #1.045 "LCTCSOnline Initial Policy Statements" and LCTCS Policies numbered 3.002 through 3.013.

Background: The LCTCS Board approved 13 separate policies to govern electronic learning (e-learning) in 2004 and 2005. Many of these policies were no longer reflective of the current e-learning landscape. At the request of the Chief Academic Officers and the e-Learning Coordinating Committee, these 13 policies have been consolidated into a single revised policy (LCTCS Policy #3.001, Electronic Learning States and Initial Procedures). As a result of this consolidation, the following polices are no longer current and/or needed:

- 1.045 "LCTCSOnline Initial Policy Statements"
- 3.002 "Faculty Rights and Responsibilities in Electronically-Supported Instruction"
- 3.003 "Memorandum of Agreement for e-Learning/Distance Learning"
- 3.004 "Minimum IT Standards for Campus Participation in e-Learning"
- 3.005 "Compressed Video and Proctor Training Requirements"
- 3.007 "Student Orientation"
- 3.008 "Guidelines and Stipulations for Offering General Education: Applied and Transferable"
- 3.009 "Responsibilities of Transmitting Institutions"
- 3.010 "Competencies for e-Learning Faculty in Lieu of 45 Training Hours"
- 3.011 "Scaffolds/Tiers for Access to Quality e-Learning Course Development"
- 3.012 "Coordinator Job Description (framework and contents)"
- 3.013 "Guidelines for Quality Control Process"

History of Prior Actions: E-Learning policies numbered 3.002 through 3.013 were approved by the Board between 2004 and 2005. LCTCS Policy 1.045 was approved by the Board in 2008. None of the policies were subsequently revised.

Fiscal Impact: N/A

Benefits to the System: If approved, repeal of these policies will bring the LCTCS e-Learning environment into better alignment with the current state of technology.

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Approved for Recommendation to the Board
Dr. Monty Sullivan

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Date

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

Policy #1.045

Title: LCTCS Online Initial Policy Statements

Authority: Board Action	Original Adoption: November 12, 2008
	Effective Date: November 12, 2008
	Last Revision: Initial

As a system of higher education, the LCTCS colleges strive to offer quality programs and courses delivered by electronic means for the purpose of increasing student access (Board policy #3.001). To enhance accessibility and increase LCTCS' capacity to provide a highly educated and sufficient Louisiana workforce, LCTCS will establish an organization named LCTCSOnline that offers a student-centered, central website for LCTCS students to access fully online courses and programs and fully online support services. LCTCS community and technical colleges will confer credit for courses and programs accessed through LCTCSOnline. The LCTCS technical and community colleges will provide expertise and support to LCTCSOnline and will follow the procedures established by the System President for the development, implementation and management of LCTCSOnline.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.002

Title: Faculty Rights and Responsibilities Participating in Electronically-Supported Instruction

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

Preface

The active commitment of administration and faculty to the execution of a distance learning program is fundamental to the success of the program. Furthermore, distance learning requires an extensive level of faculty and institutional preparation, including faculty training in the pedagogy of new delivery systems, reconsideration of copyright and ownership issues, and planning of delivery systems for fundamental students services such a s advising, library access, and technical support.

Given the numerous preparatory and supporting activities requisite to delivery of effective distance learning, successful management of the process requires established guidelines identifying objectives, procedures, and responsibilities. Fortunately, development of a distance learning policy need not be a laborious reinvention of the wheel; a survey of the literature indicates that a number of institutions have already developed policies and instruments available for review and emulation. One of these, the Policy Analysis Framework incorporated below, describes "policy areas fundamental to developing and managing distance education efforts" together with specific activities and decisions necessary to each area, and the policy structure following is adapted from this framework: (King, J. W., et. al., "Policy Frameworks for Distance Education: Implications for Decision Makers," in DISTANCE LEARNING ADMINISTRATION 2000 Proceedings. 2000).

   I.   Governance and Administration
         1. The Office of Academic Affairs, assisted by the College e-Learning Coordinator and the advisory and supporting functions of the College Electronic Learning Committee (CELC), shall administer academic Credit courses offered through distance learning. The modes of delivery included in distance learning include internet (online), Compressed video, PBS telecourses, cable broadcasting, and any Combination of these.
         2. The College e-Learning Coordinator shall be a member of the College e-Learning Committee and shall report directly to the administration office as determined by the chancellors.

3. The College e-Learning Committee shall be appointed by the appropriate administrative entity of the college and shall be composed of the College e-Learning Coordinator and one representative from each of the academic department/ divisions, the library and computing services.

II. Courses and Curricula
1. Courses offered through distance learning at LCTCS colleges shall maintain the same standards for content and evaluation as onsite courses. Verification of the validity of course content shall remain the responsibility of the academic department.
2. A course proposed for distance delivery should follow a dual-development track: academic content and technological pedagogy. These tracks are best pursued simultaneously to allow for timely offering of the course. Academic content of an online course is to be validated in the same manner as an onsite course. Approval should be obtained from the chair, through the dean, and through the College. Technological pedagogy is defined as: (1) the ability to use the hardware and software of distance learning, and (2) the understanding of the unique pedagogical aspects of distance learning. This second track is pursued in partnership with the College e-Learning Committee and consists of training (described below) and consultation to lead to successful course design in a distance mode of delivery.
3. Courses offered through distance learning shall be subject to student evaluation (See policy.)P Additionally, both distance students and faculty shall evaluate the effectiveness of technology support each semester (See policy.)
4. Both existing courses and previously approved courses are subject to Periodic review by the College e-Learning Committee, LCTCS e-Learning Committee, and the appropriate academic department.

III. Fiscal
1. Tuition for courses delivered through distance learning shall be the same as for onsite courses.
2. Student registered in e-learning courses may be charged fees appropriate to that course.

IV. Faculty
1. A faculty member delivering a distance education course as part of his or her regular teaching load, either through compressed video or online, may receive either in the semester before this delivery or in the semester of the delivery a one-course reduction in the teaching load to allow for preparation the *first* time the faculty member offers this course.

2. In addition, unless waived by the instructor, the faculty member delivering a distance education course as a part of his or her regular teaching load, either through compressed video or online, shall be recognized as a part of the annual performance evaluation and its related compensation.
3. A faculty member offering a distance learning course through Continuing Education, in addition to his or her normal teaching load, are not eligible for a reduction in teaching load.
4. An adjunct faculty member offering distance education course at the Request of the department shall not be eligible for a reduction in teaching load, but will receive the normal compensation for such instruction.
5. Faculty members and adjunct proposing delivery of a distance learning Course shall demonstrate to the Distance Learning Council that the Course proposed adheres to the principles of "Good Practice" in Distance learning (See article, "Seven Principles for Good Practice In Undergraduate Education" by Chickering and Gamson, 1987) Through an example class session and an overview of the course before the semester of the proposed course delivery and shall modify Pedagogy if the College e-Learning Council so recommends.
6. Faculty and adjunct proposing delivery of a distance learning course or courses shall in addition enroll for training opportunities as provided by the institution and recommended or required by the college e-Learning Council/ ELC.

V. Legal
1. Existing LCTCS policies shall govern issues of intellectual property in courses prepared for delivery through distance learning at LCTCS colleges.
2. In the event of adoption of further state policy recommendations on Intellectual property and course ownership, this policy shall incorporate appropriate modification.
3. Faculty and adjuncts offering courses through distance learning shall recognize that copyright in this area is a particular responsibility of the faculty to monitor. However, adherence to copyright is so crucial to delivery of distance learning that the college will designate a staff member in the Office of Academic Affairs to research use of materials and request permissions as necessary. Academic Affairs offices will designate appropriate parties to research review the use of materials and request permission as necessary.

VI. Student Support Services
1. Student access to e-mail and the availability of computer labs shall Operate within the Strategic Plan developed by the college.
2. Through membership on the College e-Learning Committee, the division continuing education, public service, library, faculty representative, SGA representative, lab coordinator, academic learning

center, admissions and testing, and information technology shall advise the College's internal governing board of services available and shall recommend resources to be developed within a fiscal budget.
3. The Coordinator of e-Learning and College e-Learning Committee Shall consult the following partners: financial aid, registrar's office, Bookstore, counseling center, and the specific academic college advisors.

VII. Reliability of the Systems
The reliability of the systems that support distance learning at the LCTCS colleges should be sufficient for the current users and the current software. However, as movement is made into the online realm of distance education, and the number of online courses increases, these systems will have to evolve and progress with the needs of the users.

VIII. Cultural
1. Both administrative and faculty endorsement and commitment are necessary to make distance learning a viable contributor to the college's future. A change in institutional culture within the college can happen only when shared values and vision about distance education exist among the faculty, including a commonly held set of standards and assumptions about how to achieve effective teaching and learning at a distance.
2. The policy structure of the college, including faculty reward and contractual policies, is critical to helping create and sustain such an environment. Also, faculty must have access to support personnel, including instructional designers, and computer and other library and media specialists, to facilitate experimentation, awareness, and adoption of distance education.
3. The college shall recognize, in its faculty evaluations, the effort and creativity requisite to establishing successful distance learning courses and shall incorporate this recognition into rank, promotion and salary recommendations.
4. The college shall give special recognition to distance learning Developments that bring in new students to the college.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # <u>3.003</u>

Title: **Memorandum of Agreement for E-Learning/Distance Learning Consortia Programs among the Colleges of the Louisiana Community and Technical College System**

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

PURPOSE
The purpose of this agreement is to identify the specific responsibilities of the institution participating in e-learning programs on the Louisiana Community and Technical College System. The agreement addresses responsibilities and procedures in several key areas including the ownership of electronically-delivered course, the responsibility for faculty hiring and evaluation, maintenance of faculty credentials, conduct of student evaluations and the award of residency credit. The Agreement applies to the existing LCTCS courses and programs and to any other courses or programs that may be developed and implemented during the term of the Agreement.

DEFINITIONS
Home College-the college to which a student is admitted and from which the Student will receive credit upon successful completion of a program of Study. The Home College must have program approval in order to serve the Home College for a given credential or degree.

Delivering College-the college at which the faculty member teaching an electronic/ distance learning course is employed.

COLLEGE RESPONSIBILITIES
LCTCS colleges agree, for the purposes of electronic course and program delivery that:
1. Electronic courses will be shared in common by all participating LCTCS Home Colleges <u>authorized to issue the certificate, diploma, or degree to which the credit program is attached.</u>
2. Faculty provided by LCTCS Delivering College will be considered, by the Home Colleges, as voluntary, part-time faculty for that specific program.
3. Electronic courses will be used to meet residency requirements by Home Colleges <u>authorized to offer the certificate, diploma, or degree.</u>
4. Delivering College sill conduct student evaluation of instruction that will be completed by all student enrolled in each electronically-delivered course using the common Student Evaluation form of the LCTCS.

5. LCTCS course information on courses offered statewide may be posted electronically on any college website or published by any LCTCS college.
6. Home Colleges will maintain a file of all e-learning/ distance learning faculty credentials. Photo copied faculty transcripts will include an original letter certifying the location of the original transcript.
7. Compliance with institutional and programmatic accreditation standards will be maintained.
8. Duplication of course offerings and programs, across the state, is strongly discouraged.
9. Program and course collaboration and joint development, between and among LCTCS institutions, is strongly encouraged.
10. The college procedures for the payment of fees and handling of financial aid, by the Home and Delivering Colleges, shall follow the LCTCS Cross Enrollment policy, LCTCS Initial Policies and Procedures for
Distance Learning Participation, and the Board of Regents Revenue Sharing Guidelines.

DURATION AND REVIEW OF MEMORANDUM
This Memorandum of Agreement shall be effective from January 2004 through December 2004 at which time this agreement maybe reviewed for renewal.

In testimony whereof, witness the duly the authorized signature of the parties hereto:

COLLEGES	CHANCELLORS	DATE of SIGNATURE
Baton Rouge Community College		
Bossier Parish Community		
Delgado Community College		
Louisiana Delta Community College		
L.E.Fletcher Technical Community College		
Louisiana Technical College		
Nunez Community College		
River Parishes Community College		
South Louisiana Community College		
SOWELA Technical Community College		

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # <u>3.004</u>

Title: <u>LCTCS Minimum Information Technology Standards for Campuses Participating in e-Learning</u>

Authority: Board Action

Original Adoption:	3-10-04
Effective Date:	3-10-04
Last Revision:	Initial

Those LCTCS colleges/ districts/ campuses seeking to participate fully in the systemwide electronic learning initiative, should utilize the following minimum Information Technology standards in that preparation:

1. Student Access to computing resources
   a. Adequate open computer laboratories with at least the following resources:
      i. Word processing, Database, Spreadsheet, e-mail and Internet browser.
      ii. Quality printer
      iii. Access Scanner/ Digital camera and other multimedia
         devices that may be needed for classroom assignments.
   b. 24 x 7 computer accessibility (laboratory, loan program, partnership arrangement, etc.
   c. Ability to store data on networked resources (LAN)
   d. Ability to have individual data accessed from any laboratory or
      Computer on campus and/ or the web (Internet accessible folders)
2. Faculty/ Staff access to computing resources

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.005

Title: Compressed Video & Proctor Training Requirements

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

The purpose of this memorandum is to define distance learning and outline general procedures for offering distance learning courses at the colleges or the Louisiana Community and Technical College System — particularly as they relate to proctors for compressed video delivery and reception sites. **Distance Learning** is defined as is defined as a system and a process that connects learner to distributed learning resources.
Distance learning is characterized most notably when the majority of the instruction delivered when the instructor and students are separated by space and/or time. For the purposes of the discussion of Distance Learning (or Electronically-supported Learning [e-learning]) the following terms are hereby defined:

An **interactive television** (or **compressed video**) section of a course is a Mode of distance learning in which instruction is delivered via two-way synchronous transmission of data from one location to another. These transmissions may be from one site to another (point-to-point) or one site to several others (multi-point).

A **proctor** is defined as an individual who is trained to act as a liaison between students and a faculty member separated geographically. Proctors monitor credit, non-credit, and professional development seminars and/or meetings at receive sites for compressed video. Proctors receive specialized training by the LCTCS, the Board of Regents, or the college transmitting the course.

The **Receive Site** is defined as the location where students are present physically, yet separated by the instructor geographically; students and instructor interact via technological means. There may be one or several receive sites of the same course. A trained proctor is required at **each** receive site.

The **Origination Site** is defined as the location the instructor physically resides for the majority of the class meetings. The instructor is separated from the majority of his/ her students physically yet is able to interact with the students via technology.

Proctor Qualifications

Proctors must meet minimum qualifications as defined by the colleges within the LCTCS system. Qualifications must include, but are not limited to the following:

Technical:
> Basic working knowledge of the equipment used in the transmission/ reception of a compressed video class. This includes basic operation of Codecs, T-1 or ISDN line interface units, monitors, projectors, smartboards, document cameras, microphones, instructor and student Cameras, interface control units, audio speakers, etc.

> Troubleshooting when problems arise and the ability to resolve common problems associated with this equipment to avoid instructional delays caused by malfunctions.

Communication Skills:
> Ability to articulate conditions and/ or problems encountered to the technical staff at BellSouth Video Operations Center and to interpret and follow basic remedies for problem situations (e.g. re-boot of system , CRC errors, inability to connect, loop-back, etc.).

Academic/ Student Services:
> Working knowledge of the Family Education Rights and Privacy Act of 1972)20USC 1232G) FERPA.

> The Family Education Rights and Privacy Act of 1974, also known as FERPA or the Buckley Amendment, applied to any public or private institution receiving federal funds. The law covers enrolled and previously enrolled students. In essence, the employees of the college may not release a students' educational records to anyone but the student (FERPA broadly defined "educational records" as "any record maintained by the institution about a student."). This also includes directory information (address, telephone number, etc.) if the student has requested that it be suppressed. Within the college (Origination and Receive Sites) students educational records may only be viewed by those employees having a "legitimate educational interest.: To discuss or release a student's educational records to a third party required either (1) written permission by the students or (2) a court order. While exceptions may exist in the case of medical records in emergencies, or in cases of violations of law, it is best to err on the side of caution when handling any student's educational records.

> Although it is common to have a student's spouse or parent inquire about his/ her education records or performance, this information cannot be released without written permission from the student.

Potential situation that might lead to inadvertent violation of FERPA Include:

Remarking about a particular student's class performance or status in the presence of other, or "over the system" conversations between the instructor and proctor while others may potentially overhear;

Giving a student or other proctor student grades over the telephone, e-mail, or facsimile messaging when there is no means of identifying the recipient, or insuring confidentiality of receipt;

Allowing others to see a student's transcripts or records during advising and registration;

Discussing a student's performance to a concerned parent or individual at another college with no means or proper identification of the individual;

Posting grades in pubic by name or social security number, or faxing a list of grades by names of social security number to remote sites for distribution;

Learning exams, papers, surveys, etc. in the open or sending by facsimile messaging or postal mail where other may see the grades;

Returning exams to students sorted by grade;

Providing grades to employers or clinical sites without the student's permission; and

Sending, by facsimile, official class lists (rosters) to Receive or Origination sites with no confidentiality measures in place.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # **3.007**

Title: <u>Student Orientation/Courses as Prerequisites for E-Learning Instruction</u>

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

This policy is in reference to student orientation sessions, and courses, as prerequisites for e-learning instruction. Because of the nature of the technology and platform used to deliver courses electronically, it is necessary to provide students with an orientation of this nature.

In order to insure that every online students has the skills and knowledge to access and benefit from their electronically-delivered courses, and the faculty is provided the support and flexibility to provide their students with the best possible learning support systems, colleges are to develop their unique student orientation and course prerequisites for electronic learning instruction within the following guidelines:

1. All students receiving for an electronically-delivered course are to complete a Student Orientation either designed specifically for this student body or within a New Student Orientation session which includes this information.

2. Student academic advisors are to complete a Student Orientation designed to assist them in better advising students who are considering enrollment in (an) electronically-delivered course(s).

3. Online students who are unable to physically attend a Student Orientation and or an instructor's additional face-to-face orientation session due to a disability or geographic location must have access to the same orientation information through an appropriate form.

Examples of appropriate Student Self-Evaluations for Distance Learning, Student Self-Assessment, and Learning Style Assessment have been included as an appendices to this policy for replication or modified utilization by the colleges as a part of Student Orientation.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # <u>3.008</u>

Title: <u>Guidelines and Stipulations for Offering General Education:</u>
<u>Applied and Transferable</u>

Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

General Education refers to a core of course work (25%-40% of a degree program) essential to a broadly-based degree to include but not be limited to: English, mathematics, natural sciences, humanities/ fine arts, social/behavioral sciences, and computer literacy. General education is at the heart of any degree program (Louisiana Board of Regents and the Association of American Colleges and Universities).

General Education may be more narrowly referred to as those courses drawn from the following academic areas: humanities/ fine arts, social/ behavioral sciences, and natural sciences/ mathematics (Criteria/ Principles for Accreditation/ Commission on Colleges).

General Education (designed for transfer) must be designed to ensure breadth of knowledge and must not be narrowly focused upon those skills, techniques, and procedures peculiar to a particular occupation or profession unless proceeded by the designation "Applied." In reference to transferability, there are two primary groups of courses offered by LCTCS institutions: (transferable) General Education and Applied (not-designed-for-transfer) General Education. **General Education** courses may be offered, by LCTCS colleges, in either format; but, those courses must comply with the following stipulations:

Applied General Education course work. Applied General Education courses include those English, mathematics, sciences, and humanities courses that are taught in a contextual delivery rather than a theoretical/ purely academic/ universally-transferable delivery (ex. Applied English Composition, Applied Mathematics, etc.). Applied General Education course work includes instruction in the major fields of General Education in which an emphasis is placed upon technical and/ or workforce applications of the discipline. Examples of such course work would include, but are not limited to, courses bearing titles such as: Applied English: Technical English, Applied Mathematics: for Business Studies, Related Studies, etc.

Colleges offering Applied General Education courses must adhere to the following guidelines:

1. Content for courses of the same alpha titles and numerals shall follow the same core course content outline and related syllabus core (i.e. Applied English for Technical

Trades 101, Applied English for Business Studies 101, Applied English for Medical Studies 101, etc.) consistently across the system.

2. Applied General Education courses must bear the term "Applied" in the Preface of the course title (ex. Applied Mathematics for Technical Fields, Applied Biology, etc.)

3. Colleges offering Applied General Education shall develop a process by which students are notified of the nature and purpose of the course including a statement that the course is not designed for transfer.

4. Faculty teaching any Applied General Education course shall meet the criteria established by the institution's accrediting agency (Council on Occupation Education or Southern Association of Colleges and Schools' Commission on Colleges).

General Education. General Education course work (designed for transfer) includes instruction in the major fields of General Education that is designed to ensure breadth of knowledge and which places emphasis upon traditional academic content, theory and rigor within a transfer college or university. Examples of such course work include, but are not limited to: English (grammar and literature), mathematics (college algebra), etc.

Colleges offering General Education courses (designed for transfer) must adhere to the following guidelines:

1. Content for courses of the same alpha titles and numerals shall follow the same core course content outline and related core syllabus at the 101/1010 and/ or 102/1020 and, in addition, English and other appropriate disciplines at the 201/2010 or 202/2020 (as designed to follow) levels by FY 2005.

English 101/1010	English Composition I
English 102/1020	English Composition II
English 201/2010	English Literature I
English 202/2020	English Literature II
Mathematics 101/1010	College Algebra I
Mathematics 102/1020	College Algebra I-Intermediate
Natural Sciences	
Biology 101/1010	General Biology I
Biology 102/1020	General Biology II
Chemistry 101/1010	General Chemistry I
Chemistry 102/1020	General Chemistry II
Physics 101/1010	General Physics I
Physics 102/1020	General Physics II
Geology 101/1010	General Geology I
Geology 102/1020	General Geology II
Humanities	
Foreign Language 101 (French, Spanish, etc.)	Elementary Language 101 (Conversation / Grammar Introduction)

Foreign Language 102	Intermediate Language 102 (Conversation and Grammar)
History 101/1010	Western Civilization I
History 102/1020	Western Civilization II
History 201/2010	American History I
History 202/2020	American History II
Philosophy 201/2010	Introduction to Philosophy
Speech 101/1010	Introduction to Public Speaking

Arts

Arts 101/1010	Introduction to Fine Arts
Music 101/1010	Music Appreciation
Theater 101/1010	Introduction to Theater

Social Sciences

Geography 201/2010	Cultural Geography
Government/ Political Science	
101/1010	American Government
Psychology 201/2010	General/ Introduction to Psychology
Sociology 201/2010	General/ Introduction to Sociology

Computer Literacy

Computer Science 201/2010	Computer Literacy

2. Courses shall be absent any reference to being "applied" in nature.

3. Colleges offering General Education (designed for transfer) shall develop a process by which students are notified that transfer is always a decision of the receiving institution and noting that students planning to transfer should work closely with the academic counselors of both institutions.

4. Faculty teaching General Education (designed for transfer) shall meet the criteria established, for such instruction, by the Southern Association of Colleges and Schools' Commission on Colleges. Colleges offering General Education (designed for transfer) must demonstrate sufficient faculty-based institutional infrastructure (i.e. full-time General Education department head, full-time faculty, student access to library facilities, etc.) to support this instruction. The number of full-time faculty must be adequate to provide effective teaching, advising, scholarly activity, and unencumbered transfer of credit. Responsibility for the custody of the faculty members' official transcripts resides with the Chief Academic Officer of the college. Copies of the SACS-COC credentials forms shall be filed and kept current, by all colleges, with the Chief Academic Officer of the LCTCS.

This policy becomes effective upon approval by the LCTCS Board of Supervisors.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.009

Title: e-Learning Responsibilities of Transmitting Institutions

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Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

E-Learning Responsibilities of Transmitting Institutions
(Note: This may or may not be the Home Institution.)

Purpose:

 The purpose of this policy is to establish the general responsibilities of the transmitting institutions participating in e-learning programs within the Louisiana Community and Technical College System (LCTCS).

Definitions:

 See Draft Cross Enrollment Agreement.

Transmitting Institutions Responsibilities:

1. Provide instructor at transmitting institution with the proper training in utilizing compressed video technology and or other electronic technologies such as course management systems.

2. Timely distribution of electronic or hard copy of course material to all receiving sites. (Timelines will be decided at each institution.)

3. Provide technical support and classroom facilitator or proctor for instructor at transmitting or host site.

4. Coordinate with each receiving institution academic calendar issues and timelines for course scheduling.

5. Coordinate with each receiving institution the student orientation to Course Management Systems such as Blackboard, D2L, etc.

6. Provide students at the receiving sites with an orientation to the compressed video learning environment during the first week of class.

7. Instructor at transmitting or host institution is responsible for providing students with timely feedback concerning academic progress, grades, etc.

8. Instructor at transmitting or host institution will provide students at all receiving sites with an electronic or hard copy of the course syllabus and or student information sheet, and set the ground rules and expectations for classes.

9. Transmitting or host institution is responsible for preparing contingency plans incase of technical problems and or unforeseen scheduling issues at transmitting or receiving sites.

10. Transmitting or host institution will keep a video library of class lectures if applicable, and distribute to students if applicable.

11. Transmitting or host institution is responsible for notifying all receive sites if class has been cancelled by the transmitting instructor for any reason, and instructor at transmitting institution is responsible for notifying all students concerning any outside of class assignments due to cancellation of classes.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.010

Title: Competencies for e-Learning Faculty in Lieu of 45 Training Hours

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Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

Purpose

To establish a policy for LCTCS Institutions for evaluating faculty competencies (in Lieu of 45 training hours) for offering electronically delivered courses.

Scope

In order for LCTCS Institutions to offer electronically delivered courses, the Institution must ensure the quality of delivery. Faculty members delivering electronic courses must possess competencies set forth by the Institution. Competencies will vary by delivery method and subject offered. Each Institution will be accountable for setting competencies for the faculty members; however, the following are general guidelines to assist in providing consistency across the Louisiana Community and Technical College System regarding minimum competency requirements

Suggested List of Competencies:

Internet Delivery:
The faculty member must:
- Be aware of the primary functions available to instructors and students through Blackboard, including use of the following components of the Blackboard environment: Announcements, Course Information, Staff Information, Course Documents, Assignments, Communication, Discussion Board, External Links, and Tools.
- Be able to utilize the Control Panel to develop and deliver electronic course via Blackboard using the functions listed above;
- Understand the structure and operation of Blackboard in relation to software applications (such as word processing, presentation, and spreadsheet applications) used for instructor and student support during the development and delivery of courses. This implies that the instructor is able to use available tools to present the e-course utilizing a variety of instructional strategies and tools to meet individual and group learner needs.
- Have insight in how learning occurs in an electronic mode;
- Address institutional goals and objectives in delivering online content.

- Be able to use multimedia and telecommunications to support effective instructional strategies for lessons, presentations, demonstrations and student projects.
- Bee able to design courses to address a variety of learning styles and preferences. This implies that the instructor should:
  - Be aware of, and possess the educational background and experience necessary to address components of the learning environment including student goals and characteristics and student learning styles and preferences, as well as the development of content, activities, support material, methods of evaluation, and context to meet the needs of a diverse learning ;
  - Understand the interdependency of those components;
  - Have insight into the influence of the structure and form of information on the learning of students;
  - Understand the influence of formative evaluation on learning;
  - Be able to translate the above knowledge and insight into practice in an online environment in order to facilitate learning;
  - Be able to analyze and (re) design one's own educational practice for success in an online environment.
  - Be able to implement a variety of assessment strategies utilizing technology to meet course/curriculum objectives.
  - Facilitate learning for the individual as well as small and large groups utilizing a variety of technological resources.

Compressed Video Delivery:
The instructor who delivers course content via compressed video should have the educational background, experience, and/or training necessary to transition from face-to-face delivery to a compressed video environment. This includes, but is not limited to the ability to transition the following from a traditional to an electronic environment to address participating student needs:

Instructional Design:
- Adjust syllabus construction to address special needs in an electronic environment.
- Provide assessment methods to address special needs in an electronic environment.
- Adjust delivery methods and strategies to enhance learning via compressed video.
- Address goals, objectives, and learning outcomes as outlined by Institution to meet the needs of local and remote students in a compressed video environment.
- Be able to provide instructional support through the use of audio-visual/media technology and other complementary technologies (i.e., BlackBoard, Chat, discussion, listserv, etc.) to meet the needs of local and remote students.
- Evaluate course outcomes and make adjustments to improve delivery via compressed video.

Technology:
- Have knowledge of common components in compressed video classroom:
  - Instructor Camera
  - Student Camera
  - Document Camera/Processing
  - Video Input Devices (i.e., video player, DVD, 35mm Slide to tape, Computer, etc).

- o Multiple Microphone
- o Control Panel/Remote Control
- Be able to define/demonstrate knowledge of:
  - o Far End/Remote Site
  - o Near End/Send Site
  - o Instructor Views and Controls
  - o Sound Activated Video Systems
  - o Aspect Ratio (re: document preparation)
  - o Common Video Graphics Programs (i.e., PowerPoint, Flash, etc.)

The Interactive Environment:
- Understand the concepts of active and passive learning as they relate to the compressed video environment and the teaching discipline
- Be able to demonstrate/define common interactive activities for use in Compressed Video Instruction:
  (e.g., Brainstorming, Role Playing, Multi-site readings, critical incidents, trigger films/videos, debate, fishbowl, guest interviews, games, journal writing, listening teams, predictions, action maze, panel discussion, student video/photos, active review, adversarial presentation, alter ego.)
- Determine the appropriate ratio of lecture/demonstration of each class period
- Define the roles of:
  - o Instructor
  - o Proctor
  - o Facilitator
  - o Technician
  - o Students
- Provide a "Contingency Plan" for emergencies when classes at any given site cannot meet.
- Demonstrate the ability to provide the following in a compressed video environment:
  - o Multiple Site Management
  - o Classroom Management
  - o Authentic Assessment
  - o Authentic Evaluation

Evaluation of Instruction:
In lieu of training, faculty members should be able to demonstrate successful teaching via compressed video for a prior course or at another institution (intra LCTCS, intra State of Louisiana, or from external College or University System). Evidence of experiential qualifications may include:
1. Review of Evaluation of Instruction (via Compressed Video) Summary Reports
2. Review of a Video Recorded Course segment(s)
3. Teaching of a "mini-lesson" for video review by one of the following:
   a. Associate Dean/Dean/Division Chair
   b. College E-Learning Coordinator
   c. College E-Learning Committee
   d. LCTCS E-Learning Committee
   e. College Dean of Instruction or Dean of Academic Affairs

      f. Department Head
      g. Teaching Team

Policy Reference:

Review Process
- LCTCS Electronic Learning Committee
- Chief Academic Officer
- LCTCS Board of Supervisors

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.011

Title: Scaffolds/Tiers for Access to Quality e-Learning Course Development

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Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

Purpose:

Classification of each electronic course will establish guidelines in an effort to substantiate defined levels of completeness, credentials, standardization, and validity. Additional factors such as availability, marketing, and distribution will be taken into consideration in the classification matrix.

Partnership:

The LCTCS shall participate with the SREB under direction of the Board of Regents and the Department of Education. The SREB is a consortium of member states to host educational programs from pre-kindergarten to graduate school.

Framework:

In order to coordinate courses being offered electronically, each institution need to adopt a framework of accepting courses from faculty. The following is a suggested framework of course submission:

1. Faculty should submit a request to the Course Management System (CMS) Administrator for an Instructor ID. The request should indicate the full name of the instructor, Institution Employed, Office Phone Number, Last Two Digits of SSN, and Number of Training Hours.
2. CMS Administrator shall issue Instructor ID's according to request and verification of credentials. Information shall be forward to the instructor.
3. Faculty shall notify their Division Chair or Department Head of intent to develop a course. The department leadership shall sign the *intent to offer a course* form. A copy shall be forwarded to the online Course Management Contact Person (CMCP) and the Electronic Learning Program Coordinator (ELPC).
4. CMCP and ELPC shall work with Dean of Instruction and/or Chief Academic Officer to work out the logistics of developing and offering the course.
5. Dean of Instruction and or Chief Academic Officer shall approve the request to offer a course and schedule time for release to develop and activate course for next semester offering.

6. ELPC shall submit approved request to CMS Administrator for creation or activation. The course shall be classified at the time of approval according to Classification Matrix.
7. Online CMCP shall coordinate with appropriate academic officer in reporting to the SREB/SREC, Board of Regents, and Department of Education all courses that meet their requirements.

Classification Matrix/Tier Rating System:

A rating scale will be used to determine the classification of each electronic course. A numbering system from One to Three will be used to evaluate courses.

1. A *Classification of Three is* the highest level of achievement and indicates that the course is of the highest caliber. These courses closely follow the standard of Best Practices as established by SREB electronic campus initiatives (www.ecinitiatives.org/publications/principle.asp)
   a. Course has been reported as 100% electronically delivered to the proper System, Board, or Accrediting Agency.
   b. When Instructor of Record has completed appropriate training as outlined by the Institution and has taught courses in appropriate electronic modality (ex. Online, compressed video) for at least 3 semesters.
   c. E-Learning Coordinator verifies content with the Standards of Best Practices.
   d. A Quality Assurance Committee has reviewed and approved the course. The Quality Assurance Committee shall consist of the instructor, department or division chair, electronic learning coordinator, and the Chief Academic Officer or their appointee.
2. A *Classification of Two* indicates that the course is a hybrid/enhanced course that is offered locally by campus or college.
   a. Course has been reported to the proper System, Board or Accrediting Agency.
   b. When Instructor of Record has completed appropriate training as outlined by the institution and has taught courses in the appropriate electronic modality (ex. Online, compressed video) for at least 3 semesters.
   c. A Quality Assurance Committee has reviewed course. The Quality Assurance committee shall consist of the instructor, department or division chair, electronic learning coordinator, & the Chief Academic Officer or their appointee.
3. A *Classification of One* is the lowest level of achievement.
   a. Course has not been reported to the proper System, Board, or Accrediting Agency.
   b. Instructor of Record is in the process of receiving training appropriate to the given electronic modality as outlined by the Institution.
   c. Course is being used to enhance a traditional classroom course, *or*
   d. At a minimum, the course has a syllabus and a grade book,
   e. Course is in development, and or no student enrollment.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # <u>3.012</u>

Title: <u>e-Learning Coordinator Job Description (framework and contents)</u>

Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

Responsibilities of the college/district eLearning Coordinator may include, but are not limited to: The eLearning Coordinator is expected to be a key leader within the college/district, demonstrating advanced knowledge in the innovative use of technology across the curriculum and highly developed inter-personal skills with regard to the development, implementation, and evaluation of the school's/district's eLearning program within the framework of the school's/district's mission and LCTCS policies and guidelines. The coordinator will provide analytical, administrative, and technical support in coordinating complex projects and activities in the development and implementation of eLearning courses and programs.

Please note: Responsibilities and specific duties may vary by college and district according to institutional need. The lists below are not intended to be comprehensive, but rather suggestions for primary duties and responsibilities. The percentage of time delegated to responsibilities and duties may also vary by institution.

RESPONSIBILITIES

The major responsibilities of the eLearning Coordinator shall include:

1. Assist in developing a strategic plan for implementing, maintaining, communicating, updating, and extending the school's information technology infrastructure.

2. Work with departments and programs to develop eLearning courses and programs and to ensure that all courses and programs move successfully through the quality assessment process.

3. Work with departments and programs to develop models for the effective use of eLearning technology, to incorporate the use of hardware and software into teaching approaches within each area, and to develop a strategic plan for widespread implementation of models and resources.

4. Contribute to the professional development of faculty and staff by developing and offering internal eLearning professional development activities; Identify and work with other institutions/agencies to provide training through collaborative efforts when possible.

5. Promote models of curriculum and classroom organization that make effective use of eLearning; Demonstrate exemplary teaching practices to promote effective and innovative use of eLearning.

6. Promote eLearning courses and programs to administrators, faculty, students, vendors, business and industry, and the general public; Communicate current and potential course and program offerings to eLearning community; Serve as a liaison to the LCTCS, Louisiana Board of Regents, and other agencies as appropriate to promote and develop eLearning courses and programs. (Some e-learning coordinators are responsible for maintaining information that is submitted to the SREC/SREB databases.)

7. Evaluate and coordinate the school's software purchases and licensing as they apply to course development and delivery. Ensure that those software titles are properly licensed.

SPECIFIC DUTIES

SUPPORT OF TEACHING AND LEARNING (__%)

- Implement strategies and support services necessary to support professors/instructors in the creation and delivery of electronic courses.
- Provide ongoing support for professors/instructors including answering calls and emails for advice or information and helping move courses through QA processes.
- Work student services and program departments to implement strategies and services necessary to support students enrolled (or considering enrollment) in eLearning courses.
- Advise professors/instructors on the choice of software available at the college that is best suited to their specific teaching requirements.
- Coordinate support services required to carry out the professor's/instructor's eLearning projects.
- Coordinate and facilitate the delivery of remote (off-campus) eLearning activities; Develop and facilitate processes for improving material distribution and exam administration.

ADMINISTRATION and SUPERVISION (__%)

- Supervise eLearning support staff required to assist professors/instructors and students as appropriate.
- Provide appropriate supervision to institutional entities to assist in maintaining the infrastructure of servers and other resources available to professors and students to access the software used to enhance courses, to offer on-line courses, or for the development of eLearning courses.
- Administer and/or coordinate related web sites/pages as appropriate.
- Collaborate with the Registrar/Student Services office, Institutional Effectiveness Office, and the LCTCS to compile, maintain, and track student information as requested.

TRAINING (__%)

- Provide training and/or support for training, to professors/instructors to develop material to enhance instructional techniques in support of eLearning.
- Provide support to professors/instructors in developing and implementing eLearning courses.
- Train additional support staff required to provide assistance for professors and students in the eLearning environment as appropriate.
- As institutional budgets allow: Participate in appropriate professional development opportunities such as eLearning conferences to increase level of knowledge in the innovative use of technology; Attend appropriate meeting, workshops, and conferences to share initiatives and accomplishments with the eLearning community.

COLLABORATION (_%)

- Establish and maintain relationships with other agencies for the purpose of facilitating common missions and goals with shared collaborative resources.
- Build teams at various levels for direct lines of support and communication and educate team members regarding the visions and values of the eLearning initiative on an ongoing basis.
- Identify and coordinate professional development and training activities provided by LaCADE, Louisiana Board of Regents, LCTCS, and other agencies as appropriate.
- Work with departments, programs, and other institutions and agencies to facilitate student access to computer labs and other resources.
- Work with other institutions to avoid unnecessary duplication of courses and programs.

Please note: The level of education, degree(s) held, and experience detailed below is not intended to be restrictive in nature, but rather to assist in determining educational background and experience needed institution by institution.

EDUCATION

Qualified applicants should possess a Masters Degree in Educational Leadership, Educational Technology, Instructional Technology, or other equivalent/appropriate degrees and/or certifications.

EXPERIENCE

Qualified applicants should demonstrate competence in the effective use of Blackboard and/or other **electronic** course delivery methods; demonstrate proficiency in the use of web design software, multimedia delivery software, graphic design, Microsoft Office Suite, and/or other appropriate software to facilitate the development and delivery of quality online/distance education courses; and verify experience with curriculum and course development.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # <u>3.013</u>

Title: <u>Guidelines for Quality Control Process</u>

Authority: Board Action

Original Adoption: March 9, 2005
Effective Date: March 9, 2005
Last Revision: Initial

Scope:

In order for the LCTCS Institutions to ensure quality courses that are aligned with the Southern Regional Education Board's (further known as SREB) Best Practices, the Institution must make certain the quality of the content and the credentials of the Faculty.

Framework:

Courses should have certain elements that are common in structure. While not all courses will have the same structure and elements, certain aspects should be present. The following is a possible list of elements:

- **High Standards:** a team of instructors, curriculum specialists, and subject-matter experts to ensure the highest national and local standards of quality should develop every online course.
- **Innovative Multimedia:** As budgets permit, Video, graphics, sound, and text should be integrated into all courses to challenge the imagination, stimulate thinking, and strengthen skills, engendering lifelong curiosity and enthusiasm for learning
- **Wide Range of Subjects:** offer courses in a variety of subjects including mathematics, science, social studies, and language arts.
- **Accountability:** Student progress and mastery of materials needs to be proven with a wide range of tools and strategies. An online instructor should provide guidance and grading of subjective assessments. All assessments are tracked in an Online Grade book. Instructors have access to all student tests and quiz results, and have complete control over grading. Reporting features in the Blackboard platform allow instructors to view course accesses for individual students or groups, in a variety of ways
- **Flexibility:** Online instructors should have the ability to supplement and customize courses. Content can be added to fill gaps in state standards or local requirements, and teachers can add material in order to meet personal preferences or student needs. Instructors can also adapt or create assessments (either subjective or objective) and make full use of a variety of communications tools.

Introduction:

The Electronic Learning Committee of the LCTCS (ELC-LCTCS) regards this Guide as an important contribution to the development and maintenance of quality assurance mechanisms in system. Adoption of the practices identified below and modified where appropriate to meet local needs, will provide colleges and campuses with a means of demonstrating that their course development and review procedures provide an important contribution to their quality assurance mechanisms and evidence of the steps taken to ensure that accountability requirements are met

The guidelines have been developed so that institutions can adopt them, where appropriate, to:

- demonstrate that courses are consistent with, and assist in, the achievement of institutional mission, purpose, and objectives;

- make clear the purpose and objectives of each of the courses offered by each university;

- contribute to monitoring, maintenance and improvement of standards and quality;

- support and enhance student learning;

- demonstrate to interested parties the detailed procedures followed in course development;

The following encapsulation of much of the current best practice within the SREB will assist in fulfilling these objectives, by providing the system with a useful model, which can be adapted to suit local requirements.

Development of new Course Proposals:

Effective course development will include the following steps:

1. The establishment of administrative mechanisms and procedures to ensure that administrative, academic and resource implications are thoroughly examined and that there are well publicized and commonly accepted routes for course development proposals to be considered, rejected, revised and/or adopted.

2. Development of preliminary plan and discussion within the system, stating the perceived need for the course and setting out the relationship of the proposed course to the system's mission and strategic plans. Initial proposals for courses may spring from departmental innovation, special reviews undertaken in response to advances in knowledge, system restructuring, inter-departmental discussions, evidence of demand arising from consultations with students and graduates, discussions with professional bodies or employers, or in response to perceived national or local priorities.

3. Preparation of a formal detailed proposal, which includes:

- the purpose of the program of study;

- the academic content, structure, and level of the program and the learning objectives;
- assessment practices and criteria which reflect the aims and objectives of he course;
- the teaching methodology to be employed;
- the lines of responsibility for the conduct of the course;
- comment on resource implications, including support services;
- the place of the new proposal within the system's profile and the impact on the system;
- impact on other courses; and
- outline of the ways by which the course will be regularly evaluated.

4. Wider consultation involving and inviting comment from the community, relevant professional associations, students and groups largely composed of academic and professional peers to assess matters such as the demand and necessity for the course and the amount of support which can be given to it.

5. Detailed proposal to be subjected to formal accreditation processes of the system involving the chief academic bodies of the system.

6. Inclusion of the course in the system's educational profile.

7. Establishment of review mechanisms and timetables.

Monitoring and review of existing programs of study:

The effective delivery of courses also depends on system having in place appropriate mechanisms for the monitoring of existing programs of study to ensure that they continue to operate to fulfill institutional mission and objectives.

Colleges and campuses need to ensure that reviews of all courses are undertaken on a rolling basis so that every course is regularly reviewed on a similar basis as that established for the development of new courses.

- **Effective course review will involve:**

    o Examination of each course in the context of the changes which have taken place since its development and/or last review, and as for course development will focus on the purpose of the program of study and its continuing relevance;
    o the academic content, structure, and level of the program and the learning objectives;
    o the continuing appropriateness of the assessment practices and criteria to the aims and objectives of the course;
    o the lines of responsibility for the conduct of the course;
    o comment on any changes to the resource implications, including support services;
    o the place of the course within the system's current profile and its contribution to the systems' goals and mission;
    o impact on other courses, particularly newer courses;

- o comment on the operation and success of the course from professional associations, their client base, employers, students and graduates.

- systematic collection and analysis of data on matters such as application and enrolment rates, entry standards, non-completion rates, degree results, employability;

- detailed analysis of these data undertaken first at departmental or school level, and then by faculty or academic board, involving professional bodies where appropriate and peer review input leading to recommendations for expansion, revision or cessation made to the chief academic bodies of the system.

Background:

Working as a system to ensure quality course and superior electronic learning programs, this guideline serves as a template to steer faculty and administration in making quality decisions about courses that will be delivered electronically. The following areas should be observed and implemented:

1. Completeness: A course is considered complete when the following content is available: course syllabus; complete listing of either chapters, tutorials, or learning units with objectives; plans for either asynchronous or synchronous learning; appropriate assessments and/or surveys; an instructor profile along with other personnel as appointed by the instructor; the course follows the correct format (see Format section for guidelines); and content is present to support the course as if it was conducted in a classroom environment.

2. Credentials: A course will be considered having high credentials when the instructor of record has completed the appropriate training as outlined by the institution, has delivered a course online for at least three semesters, and student and administrative surveys indicate the performance of the instructor is at least above average.

3. Standardization: A course will be considered in good practice when all issues of layout are correct and are adhered to. A Quality Assurance Committee as appointed at the campus and district levels will consider a course as adhering to standardization when a checklist is completed for the course. A score of at least 90% must be achieved in order to consider a course as standard.

4. Validity: A course will be considered valid when it is registered and approved by the appropriate licensing board or agency. If a degree, diploma, or certificate program is not offered online, but 25% or more of the courses are offered online, the courses must be submitted to the Board of Regents for approval. If a degree program is not offered online but more than 50% of the courses are offered online, the Board of Regents and SACS-COC or COE must be notified and the courses registered to be considered valid. If a degree program is to be offered online, approval from the Accreditation Agency, the Board of Regents and the governing Boards must be valid.
   Summary:
   a. All electronic and hybrid course(s) must be reported to the System and the Board of Regents.
   b. Courses that are a part of a degree program, and have between 25% and 49% of the total courses offered online; require the approval of the Board of Regents.

    c. Courses that are a part of a degree program, and have between 50% and 100% of the total courses offered online; require the approval of the Governing Board, Board of Regents, and Accreditation Agency.

5. The QUICK Checklist can be used to score and survey a course. The checklist should be forwarded to the E-Learning Program Coordinator and then to the Blackboard Administrator for reporting and classification purposes. (The SREC "Electronic Campus" only wants courses and programs that are delivered 100% electronically, entered into the databases.)

The ELC-LCTCS recommends that each college or district develop, within the framework set out in these guidelines, its own set of course development guidelines which reflect the institution's own structure and priorities.