

Current Date



Florida A&M University Online/Distance Learning Course Submission Form

This form is designed as a submission and self evaluation evaluation document. The purpose of this form is to document the offering of this course for delivery as a hybrid/blended or distance learning course. The process for submitting this application is attached to this form. Please fill out all sections and have your department chair and dean sign at the end of the form.

Hybrid/Blended Course: a course that is a combination of online and face-to-face. The proportion of face-to-face and online can be determined by the faculty in conjunction with their department.

Distance Learning Course: a course that is fully online and that has no required face-to-face component.

Section 1: Submission Information

Instructor Name		
Title/Rank		
School or College		
Department		
Office Telephone		
Other Telephone		
Email address		
Department Chair		
Dean		

Course Information

Course Title		
Course Number		
Number of semesters this course has been taught before this semester		
Course material is mostly on:	Drop-down List <input type="text"/>	
This course can best be described as hybrid or blended (a combination of face-to-face and online) or totally online (a fully online course with no face-to-face component)	Comments <input style="width: 200px; height: 40px;" type="text"/>	<input type="radio"/> Blended <input type="radio"/> Totally online
If the course is a blended course, please be specific about how often face-to-face sessions are scheduled (i.e., once a week, once a month, three times per term).		
Was this course produced with the assistance of an instructional designer and/or development team?		<input type="radio"/> Yes <input type="radio"/> No

Course Information 02		
	Tools	Comments
<p>The use of technology within an online course should focus on enhancing and enabling student learning. A variety of tools can be used to achieve course objectives. Please select the tools used in the course (check all that apply).</p>	<input type="radio"/> animations/simulations	
	<input type="radio"/> audio	
	<input type="radio"/> blogs	
	<input type="radio"/> calendar	
	<input type="radio"/> CD-ROM	
	<input type="radio"/> chat room	
	<input type="radio"/> discussions	
	<input type="radio"/> email	
	<input type="radio"/> glossary	
	<input type="radio"/> gradebook	
	<input type="radio"/> graphics/images	
	<input type="radio"/> home pages	
	<input type="radio"/> image database	
	<input type="radio"/> my progress	
	<input type="radio"/> quiz tool	
	<input type="radio"/> RSS feeds	
	<input type="radio"/> search	
<input type="radio"/> self test		
<input type="radio"/> student presentations		
<input type="radio"/> survey		
<input type="radio"/> video/iPod		
<input type="radio"/> whiteboard		
<input type="radio"/> wikis		
In what semester and year will the course first be offered?		
How many semesters per year will the course be taught?		
How many students will be allowed to enroll in the course?		

Section 2: Course Design_01	
<p>Course design addresses elements of instructional design in an online course. For the purpose of this submission form the elements listed here are for the instructor and other responsible parties in the department to have some structure of criteria to work from. Later, When the course is assessed by an instructional designer from the Office of Instructional Technology these standards will be used. The OIT will use the Quality Matters Rubric for Online Course Delivery as the standard for evaluation of distance learning courses and programs at Florida A&M University for 2008.</p>	
<p>6 - Exemplary: a model of best practices 5 - Accomplished: excellent implementation 4 - Promising: good implementation;</p>	<p>3 - Incomplete: partial implementation 2 - Not evident: unable to locate examples 1 - Not appropriate: has little or no relevance</p>
Goals are clearly explained to students	<div style="border: 1px solid black; padding: 5px;"> Drop-down List <input style="width: 100px; height: 20px;" type="text"/> </div>

Section 2: Course Design_02

Objectives reflect desired learning outcomes	Drop-down List	
objectives are written at the appropriate level	Drop-down List	
objectives/learning outcomes are clearly stated as part of the syllabus	Drop-down List	
objectives/learning outcomes are clearly stated as part of each learning module	Drop-down List	
the use of third party tools is relevant to learning outcomes	Drop-down List	
content is presented in manageable segments	Drop-down List	
content is easily navigated	Drop-down List	
content is made available via a variety of appropriate mechanisms	Drop-down List	
<i>Please check all mechanisms that apply</i>	Other mechanisms:	
<input type="radio"/> content modules		
<input type="radio"/> folders/subfolders		
<input type="radio"/> singles pages		
<input type="radio"/> links to external sources		
<input type="radio"/> print/hard copy documents		
<input type="radio"/> RSS feeds		
appropriate tools are used to enhance content		
<i>Please check all tools that apply</i>		
<input type="radio"/> goals	<input type="radio"/> quiz	
<input type="radio"/> discussion	<input type="radio"/> self test	
<input type="radio"/> glossary/dictionary	<input type="radio"/> audio	
<input type="radio"/> notes	<input type="radio"/> video	
<input type="radio"/> chat	<input type="radio"/> drop box	
<input type="radio"/> messaging	<input type="radio"/> The Electric Blackboard	
<input type="radio"/> links	<input type="radio"/> other	
use of visual and auditory tools encourage student engagement	Drop-down List	
students are given an opportunity to provide feedback about this course	Drop-down List	
accessibility issues are addressed	Drop-down List	
students are provided opportunities for individualized/differentiated instruction (groupings, adaptive/release, etc.)	Drop-down List	
course design encourages critical thinking and analysis of content	Drop-down List	
appropriate tools are used to enhance content		

Section 3: Interaction & Collaboration

Course interaction and collaboration criteria places emphasis on the type and amount of learner-to-learner, learner-to-content and learner-to-instructor interaction and collaboration that are used in your course. For the purpose of this submission form the elements listed here are for the instructor and other responsible parties in the department to have some structure of criteria to work from. Later, When the course is assessed by an instructional designer from the Office of Instructional Technology these standards will be used. The OIT will use the Quality Matters Rubric for Online Course Delivery as the standard for evaluation of distance learning courses and programs at Florida A&M University for 2008.

6 - Exemplary: a model of best practices 5 - Accomplished: excellent implementation 4 - Promising: good implementation;	3 - Incomplete: partial implementation 2 - Not evident: unable to locate examples 1 - Not appropriate: has little or no relevance
clearly stated expectations/protocols defining or explaining required levels of student participation	Drop-down List <input type="text"/>
internal communication tools are used by students and the instructor to elaborate on course content	Drop-down List <input type="text"/>
Please select the Communication/Collaboration tools used in the course	Drop-down List <input type="text"/>
<i>Please select all that apply</i>	Other:
<input type="radio"/> discussion board	<input type="radio"/> whiteboard
<input type="radio"/> chat rooms	<input type="radio"/> email
<input type="radio"/> student presentations	<input type="radio"/> student home pages
<input type="radio"/> blogs	<input type="radio"/> wikis

Section 4: Assessment

Assessment focuses on the evaluation of student work toward the achievement of learning outcomes. For the purpose of this submission form the elements listed here are for the instructor and other responsible parties in the department to have some structure of criteria to work from. Later, When the course is assessed by an instructional designer from the Office of Instructional Technology these standards will be used. The OIT will use the Quality Matters Rubric for Online Course Delivery as the standard for evaluation of distance learning courses and programs at Florida A&M University for 2008.

the alignment of assignments and other assessments with stated objectives/ learning outcomes	Drop-down List <input type="text"/>
assignments that encourage students to employ critical thinking strategies	Drop-down List <input type="text"/>
assignments that provide students with ample opportunities to practice and apply concepts and skills	Drop-down List <input type="text"/>
assignments and projects that require students to make appropriate and effective use of external resources, including print, library, web-based and other electronic resources	Drop-down List <input type="text"/>
using assessment and/or other course information to monitor and respond to student progress	Drop-down List <input type="text"/>
providing students with ample opportunities for self-assessment	Drop-down List <input type="text"/>
proctored examinations or other assessments	Drop-down List <input type="text"/>
the inclusion of constructive feedback on all assessments	Drop-down List <input type="text"/>

Section 4: Assessment_02

Select the assessment strategies used in the course		
<i>Please check all tools that apply</i>		
<input type="radio"/> exams		<input type="radio"/> quiz
<input type="radio"/> papers		<input type="radio"/> peer evaluation
<input type="radio"/> blogs		<input type="radio"/> concept maps
<input type="radio"/> e-journals		<input type="radio"/> video
<input type="radio"/> portfolios		<input type="radio"/> drop-box
<input type="radio"/> self-tests		<input type="radio"/> games
<input type="radio"/> teamwork		<input type="radio"/> other
	Specify	<input type="text"/>

Section 5: Learner Support

Learner support is concerned with the resources made available to students as a part of an online class. Such resources may be accessible within or external to the course environment. For the purpose of this submission form the elements listed here are for the instructor and other responsible parties in the department to have some structure of criteria to work from. Later, When the course is assessed by an instructional designer from the Office of Instructional Technology these standards will be used. The OIT will use the Quality Matters Rubric for Online Course Delivery as the standard for evaluation of distance learning courses and programs at Florida A&M University for 2008.

Learner support in your online course can consist of information within the course or links to:

<i>Please check Yes or No to all support questions</i>	
tutorials covering such topics as the use of email, the internet, HTML, browser settings, and other required applications such as PowerPoint, Excel, etc.	<input type="radio"/> Yes <input type="radio"/> No
help desk personnel	<input type="radio"/> Yes <input type="radio"/> No
online library resources and other content repositories	<input type="radio"/> Yes <input type="radio"/> No
tools required for viewing course content (RealPlayer, FlashPlayer, Acrobat Reader and others) including instructions on how to use such tools	<input type="radio"/> Yes <input type="radio"/> No
access to learner support materials, available from links to the institutional portal or other site(s)	<input type="radio"/> Yes <input type="radio"/> No
learner orientation that is provided online	<input type="radio"/> Yes <input type="radio"/> No
learner orientation that is provided face-to-face	<input type="radio"/> Yes <input type="radio"/> No
assignments/activities requiring the use of technology clearly explain how technology is to be used by students	<input type="radio"/> Yes <input type="radio"/> No
appropriate instructor and/or instructional support staff (if applicable) contact information is available	<input type="radio"/> Yes <input type="radio"/> No
student connectivity issues are considered; content is available in a variety of formats (i.e., HTML, PDF, .DOC files)	<input type="radio"/> Yes <input type="radio"/> No
student connectivity issues are considered; media files are available in a variety of formats (i.e., video/ audio transcripts are made available)	<input type="radio"/> Yes <input type="radio"/> No

Procedure for Implementation of Online Distance Learning Course

Steps	Instructions
1. Faculty/department decide on course(s) to offer.	Departments should decide which courses are the best for their students. Faculty should also have some experience and training in online course delivery.
2. FAMU Online/Distance Learning Course Submission Form completed and signed by department director and dean.	Form can be completed online.
3. Form and supporting materials are sent to Office of Instructional Technology, Instructional Media Center, Joseph Roache. Phone: 599-3460 Fax: 599-3385 - email: joseph.roache@famuedu.edu.	Form can be emailed and signature page can be mailed or faxed
4. Form and documents are sent to Provost Office.	Provost approval needed
5. Faculty should complete a group of courses that enhance skills in the use of Blackboard and other educational technology software. Some faculty have previously completed some of the courses on the list and will not need to retake the classes.	1. At least one Blackboard Training series courses offered by Blackboard Inc. 2. Two-part FAMU faculty development Blackboard workshops. 3. Faculty development workshops in Camtasia, Elluminate, Excel and Advance Word.
6. Course design work reviewed by Instructional Designer from Office of Instructional Technology and/or Peer Review from department.	Instructional Designer will make suggestions and assist with helping the faculty with resources as needed.
7. Course is sent to Registrar's Office to be included in Online Course Catalog.	
8. Course is listed on http://www.famuedu.edu/instructional technology - Online Learning	

The submission form allow you to evaluate your course using the FAMU Distance Learning Committee standards (based in part on the Quality Matters Rubric; www.qualitymatters.org)

Procedure for implementing an online course (Distance or Hybrid)

1. Faculty and or department decide on course to offer
2. Forms are filled out and signed by department director and dean
3. Form and supporting materials are sent to Office of Instructional Technology (OIT), Instructional Media Center, Joseph Roache - joseph.roache@famuedu.edu - Phone 599-3460
4. OIT will forward documents to Provost and Faculty Senate for approval
5. Before course is offered the faculty must complete a series of certification training courses. Blackboard I&II, Desktop Web Conference I&II, Streaming Media I&II, Advanced MicroSoft Office I&II.
6. Consult with OIT instructional designer or designated person in department.
7. Course offered
8. Course effectiveness assessed

Signatures

<i>Faculty Signature (above)</i>	<i>Date</i>
<i>Department Chair</i>	<i>Date</i>
<i>School or College Dean</i>	<i>Date</i>
<i>Office of Instructional Technology</i>	<i>Date</i>
<i>Vice President for Academic Affairs</i>	<i>Date</i>

