



**Distance Education
Faculty Handbook**

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History and Statement of Purpose

A Technology/Distance Learning Committee was formed by Vice-President of Learning, Dr. Lynn Persyn in February of 2010. The committee is a combination of two former committees: the Technology Committee and the Distance Learning Committee. Harold "Rusty" Hatchett and Vernon Wilder volunteered to co-chair the committee.

One of the charges given the committee was to review current online classes taught at Texarkana College and develop standardized practices for future use. The committee met again in May of 2010 and among the many suggestions was that Texarkana College should develop both a faculty and student handbook for distance Learning.

After more than a year of reviewing guidelines published by the Southern Association of Colleges and Schools (COC), the Texas Higher Education Coordinating Board, the Texas Administrative Code, the Texarkana College Board of Trustee's Policy Manual, as well as reviewing programs in place at other similar institutions, the following handbook was developed and submitted to the administration of Texarkana College in May of 2011.

Many hours of work went into the final draft of the Distance Education Faculty Handbook by the members of the Technology/Distance Learning Committee members listed below. Thank you for your dedication to Texarkana College and your commitment to distance learning.

Committee Members

Harold "Rusty" Hatchett, Media Services, Office of Information Technology, Committee co-chair
Vernon Wilder, Social Science Division Chair, Professor, History/Government, Committee co-chair
Kathleen Anglin, R.N. Associate Professor, ADN Program
Mohammad Ganjizadeh, Associate Professor, Mathematics
Alison Gerber, R.N., Instructor, LVN Program
Tony Hartman, Professor, Mathematics
Scotty Hayes, Associate Dean of Evening and Continuing Education
Dr. Catherine Howard, Professor, Chemistry/Biology
Lisa Jones, Assistant Professor, English
Tonya Mackey, Assistant Professor, English/Reading
Sam Rivas, Associate Professor, Economics
John Stuart, Professor, History/Government

TEXARKANA COLLEGE MISSION STATEMENT

Texarkana College prepares individuals for success in life by providing quality opportunities for vocational preparation and academic advancement.

DISTANCE EDUCATION MISSION STATEMENT

The mission of Distance Learning is to develop and operate the College's distance education programs, working with faculty and staff members to ensure delivery of quality courses and provide necessary support. The course approval process is designed to ensure that all Distance Learning courses adhere to Best Practices as established by the accrediting agencies and educational organizations that govern Texarkana College.

Southern Association of Colleges and Schools (SACS)

[Best Practices for Electronically Offered Degree and Certificate Programs](#)

[Distance and Correspondence Education Policy Statement](#)

Texas Higher Education Coordinating Board (THECB)

[Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically](#)

[Guide for Incorporating the Principles of Good Practice into Electronically-Based Courses](#)

Texas Administrative Code

[Title 19; Part 1; Chapter 4; Subchapter P](#)

Texarkana College Board Policy Manual

[EBB \(Legal\)](#)

DISTANCE EDUCATION AT TEXARKANA COLLEGE

For almost eighty-five years, Texarkana College has provided students with alternatives to the classroom for meeting their instructional needs. TC was one of a few institutions in Texas to offer televised instruction with its "Sunrise Semester" course offering through a local television affiliate, KTAL, Channel 6. It first presented locally produced video supplements for courses in 1969. In 1997, the college responded to the needs of its rural and semi-urban service area students by expanding its offerings through Coordinating Board approvals for the delivery of courses by two-way interactive video and by internet. Currently, more than 300 course sections taught by over eighty instructors are offered at a distance. TC offers three types of distance courses as well as opportunities for students to take courses via the Virtual College of Texas.

INTERNET (ONLINE) COURSES

An internet-based or online course allows a student to take courses from any computer that has internet access (home, work, school, library, etc.). Students are able to access course information through Texarkana College Online, the Moodle learning management system (LMS). Student can easily communicate with instructors by phone or by using email, discussion boards, or chat. All online courses have course orientations, which may meet on campus, or be offered online. Classes typically require proctored testing, either through the TC Testing Center or by making arrangements for a local proctor for students outside the Texarkana area.

INSTRUCTIONAL TELEVISION (ITV)

Texarkana College has one ITV classroom that it has used for bringing live, interactive, two-way audio and video conferencing from practically any location in the world. This occurs through the facilities of the Northeast Texas Network (NETnet) of which Texarkana College has been a member since its inception.

THE VIRTUAL COLLEGE OF TEXAS (VCT)

When a student cannot take a course at TC because the course is not currently being offered or because all sections of the course are full, the VCT may be a viable alternative.

The Virtual College of Texas, a statewide consortium, offers more than 200 courses to students of VCT member colleges. These courses may originate from any of the fifty public college systems in the state while having the same tuition and fees, admission procedures, and requirements of the local college. These classes appear on students' transcripts as courses of TC. Course exams may be completed at the TC Testing Center, an approved high school, or other approved off-campus location. Additional information on courses offered through the Virtual College of Texas may be obtained by connecting to the vct.org website, or by calling the Admissions office at 903.832.5565 ext. 3011.

DEFINITIONS

DISTANCE EDUCATION: "Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

SYNCHRONOUS DISTANCE LEARNING: Synchronous distance learning occurs when the teacher and his pupils interact in different places but during the same time. Students enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week. Synchronous distance learning may include multimedia components such as group chats, web seminars, video conferencing, and phone call-ins.

Generally, synchronous learning works best for students who can schedule set days and times for their studies. It is often preferred by those who like structured courses heavy on student interaction.

ASYNCHRONOUS DISTANCE LEARNING: Asynchronous distance learning occurs when the teacher and the pupils interact in different places and during different times. Students enrolled in asynchronous courses are able to complete their work whenever they please. Asynchronous distance learning often relies on technology such as message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

Often, asynchronous distance learning is preferred by students with complicated schedules. It tends to work well for self-motivated learners who do not need direct guidance to complete their assignments.

ONLINE LEARNING: Education that occurs online via computer.

HYBRID COURSE: A hybrid course is defined as one for which regularly scheduled classroom time is replaced consistently throughout the semester by required activities completed at distance and managed online.

WHAT IF I WANT TO TEACH AN ONLINE CLASS?

Faculty who teach distance classes at TC are required to complete the following two training courses:

1. **PUTTING YOUR COURSE ONLINE**

This 32 hour online course is for faculty members who already possess basic internet and Web page design skills and are ready to enter instruction at a higher level. In the class, you will build the deliverable components of an online course, including an online working syllabus, a unit outline, course content material and lessons in your content area, online tests, and informal online assessments. You will be contacted via email by TC's Distance Education coordinator before the course begins with instruction on how to access the course.

2. **TEXARKANA COLLEGE ONLINE TRAINING**

Texarkana College Online is TC's Moodle-based learning management system (LMS). Texarkana College Online Training is a 16 hour, instructor-led course for faculty new to distance instruction who want to teach an online class. In addition, faculty members who want to use Texarkana College Online to facilitate their face-to-face and hybrid classes are required to take this training as well.

WHEN SHOULD I TAKE THE TRAINING COURSES?

It is strongly advised that you take the training courses two semesters before you want to actually teach an online class. This way you will have an entire semester to design the course. Even with the help of our instructional designers, designing a distance course correctly is no small task. Make sure to give yourself time to do it right.

COURSE CERTIFICATION

All online courses at TC are required to be certified. Instructors who are already certified to teach distance courses may apply to have their course certified at any time. Newly trained instructors must have their first distance course certified before it is taught. Distance Education instructional designers will provide support to make sure this goal is reached.

Certification means that your course complies with the Distance Education Course Standards set forth by Texarkana College. TC's Distance Education Course Standards are based on and exceed the standards set forth by the Higher Education Coordinating Board (THECB) of Texas.

See the Online Courses section later in this document for the link to the course certification documents.

SOFTWARE RESOURCES

See the table below for a summary of the software available to all TC faculty and staff.

Software	Why You Want It
<p>Camtasia Studio</p> <p>Podcasting/ Screencasting</p>	<p>Allows you to create podcasts (audio) and screencasts (video of your voice and your computer screen). Camtasia makes it easy to add audio to PowerPoint presentations and to record anything you do on your computer that you would like your students to later be able to view. Camtasia allows for automatic uploading of your videos to Screencast.com where your students can have easy access to stream or download the video.</p> <p>Camtasia costs about \$179 (educational pricing) Purchase from http://www.techsmith.com. Camtasia and Snagit can be purchased most efficiently as a bundle</p> <p>TC has a limited number of Licenses for this software. Contact the Help Desk to install this software on your computer. The cost will be charged back to your department.</p>
<p>Big Blue Button</p> <p>Online Collaboration</p>	<p>Allows you to have online meetings with as many people as you want. You can meet with your online class in real-time, talk with them, and even see them via video if they have a webcam. In addition, you can load a PowerPoint presentation and share it with your students and even share your computer's desktop if you want to demonstrate something on your computer.</p> <p>TC Instructors have access to this through their Moodle classroom.</p>
<p>anymeeting</p> <p>Online Collaboration</p>	<p>Anymeeeting offers free web conferencing software that gives users a robust platform to share presentations and documents while interacting and communicating with their audience. The free service includes:</p> <ul style="list-style-type: none"> • ability to host as many webinars as desired • no time limits, meet for as long as users want • meet with up to 150 people at a time • customer support • no installations, downloads or set-up • high speed screen sharing

<p>Softchalk</p> <p>Interactive web-based lesson preparation</p>	<p>Allows you to easily create very engaging web-based lessons by using your word processing skills. No html or anything resembling programming, just working in a way that is very similar to working in Microsoft Word. In addition, your students can interact with your content through a variety of activities and quizzes that you can easily create including:</p> <ul style="list-style-type: none">• Matching• Image labeling• Timeline• Flash cards• Ordering• Slide show• Crossword puzzle• Multiple Choice and True/False <p>You can even upload your lessons into Texarkana College Online.</p> <p>TC has a site license for this software so it is available to you free of charge. Contact the help desk to install this software on your computer.</p>
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ONLINE RESOURCES

We are working to provide you with as many online resources as we can. The table below lists what we currently have available, what it is, and how you can access it.

Resource	Why You Want It
15 minute or less Seminars	<p>Some short videos on how to perform some helpful tasks on your computer.</p> <p>Where to get it: Moodle: Developing Your Online Course</p>
Texarkana College Online Tutorials	<p>Work through several tutorials on how to use Texarkana College Online. Texarkana College Online is what we now call our Moodle-based learning management system which provides you with access to your online courses.</p> <p>Where to get it: Moodle: Developing Your Online Course</p>
Course Certification Documents	<p>When you are ready to have your online course certified, you can use this resource to access all the instructions and forms to complete the process.</p> <p>Where to get it: Moodle: Developing Your Online Course</p>
Distance Education Orientation for All Online Students	<p>This tutorial provides students with an introduction to online learning at Texarkana College. It contains information about all the online resources offered to students and how to access them. A link to this orientation is required to be a part of every distance course's Start Here module.</p> <p>Where to get it: Moodle: Developing Your Online Course</p>
Online Digital Repositories	<p>The Dallas TeleLearning Digital Resource Repository</p> <p>An evolving database of video and flash objects created from video and interactive courseware produced by the LeCroy Center of the Dallas County Community College District. These are short video clips that you can link to in your online courses or use in the classroom. You can also add your own video clips to your 'Playlist' in the system and share these videos with other instructors. New videos are being added daily.</p> <p>Where to get it: Contact Rusty Hatchett: Media Services in OIT for information on how to set this up.</p>

SmarterMeasure	<p>READI is an online application that you should encourage / require all of your students to use. READI is the Readiness for Education At a Distance Indicator. READI is an indicator of the degree to which distance learning will be a good fit for a student. READI will help your students prepare to be successful as a distance learning student.</p> <p>READI will give your students feedback and suggestions in the following areas:</p> <ul style="list-style-type: none">• Personal attributes (help seeking, procrastination, time management, etc)• Learning styles• Reading rate and recall• Technical Competency• Technical knowledge• Typing speed / accuracy <p>http://texarkana.readi.info/</p> <p>Username: TC Password: student</p>
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EARLY ALERT PROGRAM

Early Alert Form

Please use this form to inform the Student Retention Coordinator of an early alert for a student in your course(s). You can find this form under the Faculty Tab in myTC.

- Use one form per student and fill out the form completely. For more information, please call, or email, [Larry Andrews](#) at (903)823-3349.

STUDENT INFORMATION

- Full Name

First Last

- T-Number

ex. T0102C

- Home Number

- Cell Number

- Email Address

Enter Email Confirm Email

COURSE INFORMATION

- Course Number and Name

- Course Day and Time

- Professor's Name

First Last

EARLY ALERT INFORMATION

- Check Boxes

- Absences: Send alert after second absence
- Academic Counseling Services
- Failed first exam or quiz: Send alert
- Financial Aid Services
- Lab Absences: Send alert after second absence
- Personal Counseling Services
- Student Support Services
- Tardiness: Send alert after second tardy
- Tutoring Services
- Other

- Comments:



START HERE QUICK REFERENCE




INTRODUCTION





This document explains what information to include in the Start Here module. The Start Here module is required for all online courses at Texarkana College. You can also obtain the examples given in the Distance Education channel in myTC.



PAGES TO INCLUDE

The Start Here module includes the pages described in the following table. Each of these items should be a separate link in the course module. To see examples, double-click on the icons.

Remember to save your Start Here files as a Moodle text file, web page, or PDF document located within the header of the course module. (Click on pdf icon to view document.)

Page	Description	Example
Welcome or Introduction	Introduce yourself and the course. Consider including a photo of yourself to help the students feel more connected to you and to the course. Capture the students' interest by explaining why the course is relevant to them.	 Welcome.pdf
Syllabus	The syllabus should include the following information: <ul style="list-style-type: none"> • Course number and title • Course description • Instructor name and contact information • Instructor office hours (on-campus and virtual) • Maximum time the student will have to wait for the instructor's response to student correspondence • Course learning outcomes • Textbook requirements, including ISBN • Other required course materials, if any • Assessment information • College policies • Participation policy (tailored for online) • Grading policy 	 Syllabus.pdf
Class Schedule or Timeline	List the major assignments and tests along with the dates. A table format works well for this page.	 Course Schedule.pdf

Course Orientation	This should be listed in the CLICK HERE FOR ONLINE COURSE INSTRUCTIONAL INFORMATION on the Frontpage of TC Online	 Course Orientation.pdf
Assignment Instructions	Where can the students find the assignments? How do they submit assignments? Do you accept late assignments? How are assignments graded? What percentage of the course grade do they count?	 Assignment Instructions.pdf
Assessment Instructions	<ul style="list-style-type: none"> • Where do the students take the tests? • Are the tests proctored? • Are the tests online? • How many tests are there? • What types of tests are used? • How are tests graded? • What is the test make-up policy? • What is the timeframe for taking the tests? • How many minutes or hours are allowed for taking the tests? • What percentage of the course grade do they count? 	 Test Instructions.pdf
Discussion Instructions	<ul style="list-style-type: none"> • Are discussions required? • How are they graded? • Are students required to respond to other students' posts? • What percentage of the course grade do they count? 	 Discussion Instructions.pdf

Technical Support	If you don't cover technical support on the other pages in the Start Here module, include this page. Give the students the phone number and email address for the TC Help Desk.	 Tech Support.pdf
Introduction to Classmates	Consider including a discussions topic for students to introduce themselves and get to know their classmates.	
Orientation Assignment (Optional)	Consider including an orientation assignment. It could require the students to use the information in the Start Here module in some way. Or, it could require the students to email their contact information to you.	
Link to the TC Online Student Orientation	Include a link to the TC Online Student Orientation.	
Start Here Assessment (Optional)	<p>Include a short quiz or other assignment to make sure the students have read and understand the information in the Start Here module.</p> <p>This assessment does not have to count as part of the student's course grade. It is up to each faculty member.</p>	 Start Here Assessment.pdf

TEXARKANA COLLEGE DISTANCE EDUCATION

COURSE CERTIFICATION INSTRUCTIONS

The Texas Higher Education Coordinating Board stipulates that all courses delivered electronically must adhere to *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* (PGP). To comply with this directive, Texarkana College has established its Distance Education Course Standards, which are designed to align with the PGP. These course standards are the benchmark that Texarkana College online or hybrid courses must meet in order to be certified.

Certification is required for all new online courses. It is also required for new sections of established online courses that are being taught by newly trained instructors who haven't previously designed and taught online courses at TC. Certification for those courses must be complete before the course section can be made available to students.

The steps you will follow in getting your course certified are shown below. **All forms are available on the Distance Learning Module in myTC.**

Step	This Person or Persons	Will Do This...
1	Instructor/Designer or Program Chair	Complete the Request to Create an Online Course Form and obtain all the necessary signatures. Submit the completed form to the Distance Education Department.
2	Instructor/Designer or Program Chair	Request that a course be evaluated for certification by sending an email to Vernon Wilder at vernon.wilder@texarkanacollege.edu .
3	Program Chair	Meet with the Instructor/Designer to review the course and content to verify that the distance course meets the same academic standards as the same course offered by other means. The Program Chair then completes the Distance Education Course Equivalency Form, which is submitted to the Course Evaluation Committee chair.
4	Instructor/Designer	Perform a self-evaluation of the course using the Distance Education Course Checklist to determine how close the course is to meeting the standards.
5	Instructor/Designer	Set up an appointment (if necessary) with a Distance Education Instructional Designer who can help in preparing the course for certification.
6	Instructional Design Team	Perform an initial evaluation to determine whether to involve a Distance Education Instructional Designer, if one is not already involved.
7	Instructor/Designer	Complete any requested course design changes as a result of the initial evaluation. A Distance Education Instructional Designer will help with these changes if necessary.
8	Instructor/Designer	Notify the Course Evaluation Committee chair that the course is ready to be evaluated by the entire committee.
9	Course Evaluation Committee	Perform a formal evaluation of the course based on the Distance Education Course Standards. Document any areas where improvement is needed.
10	Course Evaluation Committee Chair	Contact the Instructor/Designer with the results of the evaluation.
11	Instructor/Designer	<ul style="list-style-type: none"> a. If the course is approved, go to step 12. b. If the course needs some modifications, make the necessary modifications and then go to step 8.
12	Instructor/Designer	Download and print the Course Certification Signature Form and obtain all the necessary signatures. Submit the completed form to the Distance Education Department.

**LINKS TO PDF DOCUMENTS NEEDED BY THOSE WHO WISH TO OFFER AN ONLINE
COURSE AT TEXARKANA COLLEGE**

[Request to Create a Course Online](#)

[Course Equivalency Form](#)

[Course Certification Checklist](#)

[Course Standards Summary](#)

Course: _____
 Instructor: _____
 Reviewer: _____

STANDARD 1: DISTANCE EDUCATION DOCUMENTATION

STANDARD: SPECIFIC REQUIRED DOCUMENTATION IS COMPLETED AND SUBMITTED PRIOR TO COURSE DELIVERY.				
EXPECTATION	<u>MEETS</u> <u>EXPECTATION</u>	<u>MEETS</u> <u>EXPECTATION WITH</u> <u>RECOMMENDATIONS</u>	<u>DOES NOT</u> <u>MEET</u> <u>EXPECTATIONS</u>	<u>N/A</u>
1.1 THE FOLLOWING DOCUMENTATION MUST BE ON FILE IN THE DISTANCE EDUCATION DEPARTMENT BEFORE A DISTANCE EDUCATION COURSE IS AVAILABLE FOR ENROLLMENT.				
A) FOR NEW COURSES, THE REQUEST TO CREATE AN ONLINE COURSE FORM IS COMPLETED AND ON FILE.				
B) THE COURSE EQUIVALENCY FORM IS COMPLETED AND ON FILE. NOTE: THIS WILL HAVE TO BE DONE AFTER THE FACT FOR MOST OF OUR COURSES.				
C) THE LMS COURSE PREVIEW PAGE EXISTS AND PROVIDES ACCESS TO THE FOLLOWING INFORMATION: <ul style="list-style-type: none"> • COURSE TITLE • COURSE DESCRIPTION • INSTRUCTOR CONTACT INFORMATION • DEPARTMENT CONTACT INFORMATION • SPECIAL COURSE REQUIREMENTS (COMPUTER REQUIREMENTS, FEES, SOFTWARE, COMING TO CAMPUS, ETC.) 				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 1: COMMENTS AND RECOMMENDATIONS

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 2: PROFESSIONAL DEVELOPMENT TRAINING

<p>STANDARD: THE COURSE DESIGNER/INSTRUCTOR HAS SUCCESSFULLY COMPLETED THE REQUIRED DISTANCE EDUCATION TRAINING.</p> <p>GUIDELINE: THE DISTANCE EDUCATION DEPARTMENT CAN VERIFY WHETHER THE REQUIRED TRAINING HAS BEEN COMPLETED.</p>				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
<p>2.1 FACULTY DEVELOPING THIS COURSE FOR DISTANCE EDUCATION DELIVERY HAS COMPLETED THE REQUIRED TRAINING:</p> <ul style="list-style-type: none"> • PUTTING YOUR COURSE ONLINE • LMS TRAINING COURSE DEVELOPER’S NAME IF NOT SAME AS INSTRUCTOR: <p>_____</p>				
<p>2.2 FACULTY INSTRUCTING THIS COURSE FOR DISTANCE EDUCATION DELIVERY HAS COMPLETED THE REQUIRED TRAINING:</p> <ul style="list-style-type: none"> • PUTTING YOUR COURSE ONLINE • LMS TRAINING COURSE 				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 2: COMMENTS AND RECOMMENDATIONS

Course: _____
 Instructor: _____
 Reviewer: _____

STANDARD 3: START HERE MODULE
(LOCATED AT THE BEGINNING OF THE CLASS PAGE)

STANDARD: THE START HERE MODULE IS PRESENT, ACCESSIBLE, AND COMPLETE.				
GUIDELINE: THE REQUIRED INFORMATION SHOULD BE PRESENT AND CLEARLY STATED.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
3.1 THE START HERE MODULE IS PRESENT AND IS CONFIGURED AS A LEARNING MODULE OR FOLDER.				
3.2 THE START HERE MODULE INCLUDES THE FOLLOWING COURSE ORIENTATION INFORMATION (SUPPLIED BY FACULTY):				
<ul style="list-style-type: none"> WELCOME LETTER OR INTRODUCTION PAGE 				
<ul style="list-style-type: none"> SYLLABUS 				
<ul style="list-style-type: none"> CLASS SCHEDULE OR TIMELINE (DEADLINES FOR ASSIGNMENTS, DISCUSSIONS, AND ASSESSMENTS) 				
<ul style="list-style-type: none"> INSTRUCTIONS FOR COMPLETING AND SUBMITTING ASSIGNMENTS 				
<ul style="list-style-type: none"> INSTRUCTIONS FOR TAKING ASSESSMENTS (LOCATION FOR TAKING ASSESSMENTS, PROCTORED OR NOT) 				

<ul style="list-style-type: none"> • INSTRUCTIONS FOR POSTING DISCUSSIONS, DISCUSSION REQUIREMENTS, AND GRADING RUBRIC OR STANDARDS 				
<ul style="list-style-type: none"> • CONTENT LINK TO THE INTRODUCTIONS DISCUSSION TOPIC (IF USED AS AN ICEBREAKER ACTIVITY AT THE BEGINNING OF THE SEMESTER) 				
<ul style="list-style-type: none"> • CONTENT LINK TO THE ORIENTATION ASSIGNMENT (IF USED) <p>NOTE: THIS ITEM IS RECOMMENDED, BUT NOT REQUIRED</p>				
<ul style="list-style-type: none"> • LINK TO THE TC DISTANCE EDUCATION STUDENT ORIENTATION 				
<p>3.3 AN ASSESSMENT IS MADE OF STUDENTS' PERFORMANCE IN COMPLETING THE START HERE MODULE. (IF USED)</p> <p>NOTE: THE ASSESSMENT GRADE DOES NOT HAVE TO COUNT AS PART OF THE STUDENT'S COURSE GRADE. THIS IS AT THE DISCRETION OF EACH FACULTY MEMBER.</p>				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 3: COMMENTS AND RECOMMENDATIONS

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 4. SYLLABUS

STANDARD: THE COURSE SYLLABUS IS AVAILABLE, COMPLETE, AND ACCESSIBLE FROM THE START HERE MODULE.				
GUIDELINE: THE SYLLABUS SHOULD BE WELL ORGANIZED AND CLEARLY WORDED. THE REQUIRED INFORMATION SHOULD BE PRESENT IN THE SYLLABUS.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
4.1 THE SYLLABUS IS CLEAR, CONCISE, AND ACCESSIBLE FROM THE START HERE MODULE				
4.2 THE SYLLABUS FOLLOWS THE TC INDIVIDUAL SYLLABUS REQUIREMENTS.				
4.3 THE SYLLABUS CONTAINS THE FOLLOWING INFORMATION:				
<ul style="list-style-type: none"> COURSE NUMBER AND TITLE 				
<ul style="list-style-type: none"> COURSE DESCRIPTION 				
<ul style="list-style-type: none"> INSTRUCTOR NAME AND CONTACT INFORMATION 				
<ul style="list-style-type: none"> INSTRUCTOR OFFICE HOURS (ON-CAMPUS AND VIRTUAL) 				

<ul style="list-style-type: none"> • COURSE LEARNING OUTCOMES 				
<ul style="list-style-type: none"> • TEXTBOOK REQUIREMENTS INCLUDING ISBN 				
<ul style="list-style-type: none"> • OTHER REQUIRED COURSE MATERIALS, IF ANY 				
<ul style="list-style-type: none"> • ASSESSMENT INFORMATION (ASSESSMENT TYPES, NUMBER OF ASSESSMENTS) 				
<ul style="list-style-type: none"> • COLLEGE POLICIES 				
<ul style="list-style-type: none"> • PARTICIPATION POLICY (TAILORED FOR ONLINE STUDENTS) 				
<ul style="list-style-type: none"> • GRADING POLICY 				
<ul style="list-style-type: none"> • MAXIMUM TIME STUDENT WILL HAVE TO WAIT FOR THE INSTRUCTOR'S RESPONSE TO STUDENT CORRESPONDENCE 				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 4: COMMENTS AND RECOMMENDATIONS

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 5: COURSE DESIGN

STANDARD: THE COURSE IS DESIGNED TO DELIVER CONTENT IN A COHERENT AND SEQUENTIAL MANNER.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
5.1 THE COURSE CONTENT HOME PAGE INCLUDES THE COURSE TITLE IN THE HEADER.				
5.2 LEARNING MODULES OR FOLDERS ARE USED TO PROVIDE WELL-ORGANIZED CONTENT, WHICH IS COHERENT, LOGICALLY SEQUENCED, AND EASY TO NAVIGATE.				
5.3 THE LEARNING MODULES OR FOLDERS INCLUDE LINKS TO ALL PERTINENT CONTENT AND ACTIVITIES FOR THE UNIT, INCLUDING ASSIGNMENTS, DISCUSSIONS, AND ASSESSMENTS.				
5.4 THE ICON SIZE IS APPROPRIATE AND CONSISTENT.				
5.5 THE COURSE COMPLIES WITH TC ADA COURSE DESIGN STANDARDS. NOTE: THESE STANDARDS ARE NOT YET DEVELOPED.				
5.6 THE USE OF COLORS, BACKGROUND GRAPHICS, AND FONTS IS READABLE AND NOT DISTRACTING.				

<p>5.7 USE OF OTHER’S WORKS COMPLIES WITH COPYRIGHT LAWS.</p>				
<p>5.8 COURSE CONTENT AND DOWNLOADABLE FILES ARE IN A FORMAT THAT IS READABLE BY ALL STUDENTS (MOST COMMONLY IN PDF AND HTML FILE TYPES).</p>				
<p>5.9 ALL LINKS HAVE DESCRIPTIONS. NOTE: THE DESCRIPTION SHOULD CLEARLY EXPLAIN THE PURPOSE OF THE LINK.</p>				
<p>5.10 MULTIMEDIA ITEMS SUCH AS VIDEOS ARE IDENTIFIED AS SUCH IN THE LINK FILE,</p>				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 5: COMMENTS AND RECOMMENDATIONS

Course: _____
 Instructor: _____
 Reviewer: _____

STANDARD 6: COURSE CONTENT

STANDARD: THE DISTANCE EDUCATION COURSE IS COMPARABLE IN RIGOR, DEPTH, AND BREADTH TO THE SAME OR SIMILAR COURSE WHEN TAUGHT USING TRADITIONAL FACE-TO-FACE DELIVERY METHODS.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
6.1 ONLINE COURSE CONTENT IS DELIVERED USING THE COLLEGES LEARNING MANAGEMENT SYSTEM (LMS). NOTE: THE COURSE MAY USE A WEB SITE AS A SUPPLEMENT AND INCLUDE A LINK TO THAT SITE, BUT THE COURSE ITSELF MUST BE BASED IN THE LMS.				
6.2. ACCESS TO THE MAIN CONTENT OF THE COURSE IS LIMITED TO ONLY THOSE STUDENTS WHO ARE ENROLLED IN THE COURSE DURING THE SEMESTER. NOTE: IF COURSE CONTENT, ESPECIALLY COPYRIGHTED CONTENT, IS LOCATED ON A WEB SITE, THEN THE WEB SITE MUST INCLUDE SOME TYPE OF ACCESS CONTROL (PASSWORD PROTECTION).				
6.3 THE APPROPRIATE DEPARTMENT CHAIR CERTIFIES THAT THE COURSE’S LEARNING OUTCOMES ARE APPROPRIATE IN RIGOR, DEPTH, AND BREADTH WITH THE DEGREE OR				

<p>CERTIFICATE AWARDED AND THAT THIS COURSE MEETS THE SAME ACADEMIC STANDARDS AS THE SAME COURSE OFFERED BY OTHER MEANS.</p>				
<p>6.4 INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES ARE ALIGNED WITH COURSE LEARNING OUTCOMES.</p>				
<p>6.5 SPECIFIC INFORMATION IS PROVIDED AS TO THE DATE, TIME, AND LOCATION OF PROCTORED ASSESSMENTS.</p>				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 6: COMMENTS AND RECOMMENDATIONS

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 7: COMMUNICATION

STANDARD: COMMUNICATION AND INTERACTION BETWEEN STUDENTS AND BETWEEN THE INSTRUCTOR AND STUDENTS ARE PROMOTED.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
7.1 STUDENT-TO-STUDENT INTERACTION IS PROMOTED THROUGH THE USE OF THE LMS EMAIL, CHAT ROOMS, THREADED DISCUSSIONS, ETC.				
7.2 STUDENT-TO-INSTRUCTOR COMMUNICATION IS PROMOTED THROUGH THE USE OF THE LMS EMAIL, CHAT ROOMS, THREADED DISCUSSIONS, ETC.				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 7: COMMENTS AND RECOMMENDATIONS

Course: _____
 Instructor: _____
 Reviewer: _____

STANDARD 8: COURSE FEEDBACK

STANDARD: DISTANCE EDUCATION STUDENTS HAVE THE OPPORTUNITY TO GIVE AND RECEIVE FEEDBACK.				
EXPECTATION	MEETS EXPECTATION	MEETS EXPECTATION WITH RECOMMENDATIONS	DOES NOT MEET EXPECTATIONS	N/A
8.1 WITHIN THE COURSE FRAMEWORK, STUDENTS ARE ENCOURAGED TO COMPLETE THE COURSE SURVEY INSTRUMENT AT THE END OF THE COURSE (OR EARLIER IF THE STUDENT WITHDRAWS FROM THE COURSE PRIOR TO COMPLETION).				
8.2 A LINK TO THE COURSE SURVEY INSTRUMENT IS PROVIDED SO THAT STUDENTS CAN ACCESS THE INSTRUMENT ONLINE.				
8.3 STUDENTS CAN REVIEW OR RECEIVE THEIR GRADES THROUGH THE LMS GRADE BOOK.				
8.4 THE STUDENT GRADES LINK SHOWS ONLY COLUMNS THAT CONTAINS GRADES RELEVANT TO THAT PARTICULAR STUDENT.				

Course: _____

Instructor: _____

Reviewer: _____

STANDARD 8: COMMENTS AND RECOMMENDATIONS

COURSE CERTIFICATION SIGNATURE FORM

The signatures that follow provide the required documentation that the following course has been certified as compliant with the Texarkana College Distance Education Course Standards, which are based on the Texas Higher Education Coordinating Board's Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (PGP).

COURSE NUMBER: _____

COURSE TITLE: _____

INSTRUCTOR/DESIGNER APPROVAL

SIGNATURE: _____ **DATE:** _____

ACADEMIC DEPARTMENT APPROVAL (PROGRAM CHAIR)

SIGNATURE: _____ **DATE:** _____

DISTANCE EDUCATION DEPARTMENT APPROVAL (DISTANCE EDUCATION COORDINATOR)

SIGNATURE: _____ **DATE:** _____

DEAN OF ACADEMIC AFFAIRS

SIGNATURE: _____ **DATE:** _____

INSTITUTION APPROVAL (PROVOST)

SIGNATURE: _____ **DATE:** _____

The completed course certification document will be housed in the office of the Distance Education, as designated by the Provost, and used as part of the institutional plan for distance education activities as required by state law and coordinated through the Distance Education Advisory Committee of the THECB.