Academic Technology Committee  
Monday, March 1, 2010

Minutes
Washington Street Campus,  
Library 113 – 1:30-3:30 pm

Members Present:
Patsy Lemaster, Mindy Graham, Verena Johnson, Vicky Taylor-Gore, Jeff Gibson, Mark Hanna, 
Dan Ferguson, Diane Brice, Lee M. Colaw, Neil Allen Mark Usnick, Gil Carnahan

Absent:
Toni Gray, Daniel Esquivel, April Sessler, Robert Johnson, Larry Adams, Ronald Mashburn

I. Review/Approval of Minutes from February 2, 2010
The minutes were unanimously approved by email responses from the committee members.

II. Questions

- Complete Question (attached)
  - Response by Victoria Taylor-Gore and Daniel Ferguson.

III. New Business – Discussions/Information

New Representatives
Patsy Lemaster welcomed Gil Carnahan and Mark Usnick.
- Mark Usnick will replace Duane Lintner as the representative for the Business Division. His alternate will be Bobbie Hyndman.
- Gil Carnahan will replace Lisa Meehan as the representative for the division for Sciences and Engineering. His alternate will be Collin Witherspoon.
- Please see the attachment for an updated roster for ATC.
- Note: If representatives are unable to attend a meeting, the alternate should be alerted and asked to attend to represent their respective division.

CTL Procedures for Supporting Approved Applications for Online Course Development
(Documents attached.)
- Patsy Lemaster explained each document and the updated process for making application and receiving stipends for online course development.

Distance Education and the Principles of Accreditation: Documenting Compliance
(Guidelines attached.)
- Patsy Lemaster asked the committee to review the new guidelines recently shared by SACS for distance education accreditation.

Angel 7.3 to 7.4 Conversion Report – Terry Kleffman/Heather Voran
- Diane Brice and the Discovery Team for Angel 7.4 have identified Tuesday, May 18 as the date for the upgrade.
- Confirmation has been received from Angel Support for this date for the transition.
- Members were asked to share this information with faculty colleagues. Any concerns or questions should be directed to either Terry Kleffman or Heather Voran.
eLearning Support & Services and Multimedia Hosting & Streaming Services – Brian Nixon
(Policies, Procedures, and Standards attached.)
  o eLearning Support & Services, as originally developed by Angel LMS teams and recently reviewed by faculty and administrative volunteers, were distributed.
    o Members were asked to review and forward any questions and/or concerns to Brian Nixon for response/resolution.
    o The formatting of the document will be modified to comparable standards currently being followed for IT policies and procedures as soon as possible.
    o Lee M. Colaw requested that the policies be separated from the procedures before forwarding to other committees.
    o After review and conversion of the format, the document will be forward to ITC and then to Academic Affairs for review, revision, and approval.
    o It is hoped that the document will be approved in time for faculty distribution before Fall 2010.
  o Brian guided members through the newest policies and procedures related to the new Multimedia Server.
    o The committee discussed intellectual property rights and standards of Amarillo College.
    o After discussion, the committee asked Lee M. Colaw to contact the college attorney and to invite him to the next meeting.
    o Lee M. Colaw will work with Janice Newburg to schedule the next meeting at a time that the attorney can attend.
    o Members will be able to ask questions and to determine actions for next steps after that meeting.

Existing Class for Introductory Online Students – April Sessler
April could not attend this meeting. This discussion will be added to the agenda of a future meeting.

Media Server Update – Lee M. Colaw
Lee M. Colaw announced that the institution’s old media server had malfunctioned and died on Wednesday. He stated that Information Technology Services was working to get the new server which had already arrived ready to function. Lee will send an announcement to faculty in the next few days to update them on this situation. Key faculty using use the server routinely have already been notified by Lee. After the announcement is sent, eLearning will communicate directions for faculty about identifying and moving files to the new server.

Progress on Evaluation Process for Online classes Spring 2010 – Patsy Lemaster
  o All online classes will be evaluated for Spring 2010 as approved by members of the Faculty Evaluation Committee.
  o The evaluations will be distributed electronically. Assessment Development, IT, CTL and the VP’s office are working to coordinate this effort.
  o Co-board course definitions and possibilities for related changes at AC were discussed by the committee as follows:
    o Hybrid - 50-85% of instruction delivered online
    o Online - 85-100% of instruction delivered online

IV. Reports

Mark Hanna – Web Committee
Mark stated that the committee had not met. He will check to make sure that the committee is still functioning.
Daniel Ferguson – IT Council

IT Council updates:
- Lee asked for specific ideas to spend some leftover grant money on distance education.
- The Appropriate Use Policy was approved and two policies were rescinded:
  - Email
  - Internet Use
- Emergency Notification System is currently being tested.
- Outlook is going to 1 gig this year and will probably go to 2 gigs next year

Diane Brice – Administrative Committee for Technology

Administrative Committee for Technology Updates:
- The following email will be sent to students who make changes to their schedules using WebAdvisor. Hopefully, this practice will eliminate students who discover that they have erroneously withdrawn themselves from a class earlier in the semester:

  Our records indicate that your Amarillo College class schedule was recently updated.

  Please take a moment to access your WebAdvisor account and verify that these changes are correct.
  [http://colleagueweb.actx.edu/AC/WebAdvisor](http://colleagueweb.actx.edu/AC/WebAdvisor)

  Students who enroll in course sections with an online component are encouraged to complete the Readiness for Education at a Distance Indicator (READI). READI is a tool that helps Amarillo College students determine their level of readiness for taking online courses. READI can be accessed online at the following location:
  [http://amarillo.readi.info/](http://amarillo.readi.info/)

- The ITS Division applied updates to all systems as scheduled by February 19, 2010.
- Discussion concerning FERPA and password resets was conducted. Terry Kleffman has agreed to secure password reset information from Bill Siddens and forward it to Diane.
- Diane agreed to forward minutes from ACT meetings when received.

Verena Johnson – AC Online Support Team Report

Verena reported that the team has not met since the last ATC meeting so there was no report.

V. New Questions (if any)
   None

VI. Other discussion
   None

VII. Next Meeting - Monday, April 12, 2010 – 1:30 – 3:30 p.m. Library 113

VIII. Adjourn
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<th>Term/Expiration</th>
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<td>Toni Gray</td>
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<td>Center for Teaching &amp; Learning</td>
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<td>Patsy Lemaster</td>
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<td>Moore County Campus</td>
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<td>Hereford Campus</td>
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<td>Information Technology Services</td>
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<td>Library</td>
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<td>Mark Hanna</td>
<td>Kaki Hoover</td>
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<td>Vicky Taylor-Gore</td>
<td>Nichol Dolby</td>
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<td>Mark Hanna</td>
<td>David White</td>
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<td>Administrative Committee for Technology</td>
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<td>Diane Brice</td>
<td>Terry Kleffman</td>
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<td>Information Technology Council-(Liaison)</td>
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<td>Dan Ferguson</td>
<td>Duane Lintner</td>
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<td>Information Technology Council - Chair</td>
<td>Determined by ITC</td>
<td>Lee M. Colaw</td>
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Question from Science & Engineering Division:
Are committees like ATC to be reviewing documents such as Internet Use Policy or the entire faculty? If the entire faculty is sent something to review by the faculty senate then what is the need for some of the committees and subcommittees that have been charged with these duties.

RESOLUTION OF THE ACADEMIC TECHNOLOGY COMMITTEE OF AMARILLO COLLEGE

RESOLUTION AUTHORIZING THE ACADEMIC TECHNOLOGY COMMITTEE (ATC) TO REQUEST THE INFORMATION TECHNOLOGY COUNCIL (ITC) OF AMARILLO COLLEGE TO SUBMIT TO THE ATC FOR ADVICE AND COMMENT ANY POLICY STATEMENTS BROUGHT BEFORE THE IT COUNCIL BEFORE THEIR ADOPTION

WHEREAS, THE ACADEMIC TECHNOLOGY COMMITTEE (ATC) is composed of individuals to represent the different academic and academic support areas of Amarillo College; and

WHEREAS, THE ATC serves as a forum for information exchange pertaining to Information Technology that supports academic programming; and

WHEREAS, THE ATC assures academic technology efforts align with the institutional Strategic Plan; and

WHEREAS, THE ATC recommends new or revised policies to the ITC;

NOW THEREFORE BE IT RESOLVED that the Academic Technology Committee of Amarillo College does hereby adopt this resolution to request the Information Technology Council of Amarillo College submit to the Academic Technology Committee for advice and comment any policy statements brought before the IT Council before their adoption.

Upon vote taken, the following voted

For:  Mindy Graham, Larry Adams, Duane Lintner, Bob Johnson, Dan Ferguson, Verena Johnson, Lisa Meehan, Patsy Lemaster, Victoria Taylor-Gore, Jim Taylor, Jeff Gibson, Mark Hanna, Diane Brice

Against:  None

Absent:  Neil Allen, Toni Gray, Daniel Esquivel, David White

There seems to be some overlapping or miscommunication if everything is to be run through faculty senate, please explain.

******************************************************************************

Response: Daniel Ferguson and Victoria Taylor-Gore
The Academic Technology Committee concluded that the overlap of awareness and communication of technology issues at the college provided to the ATC and Faculty Senate is a productive way to insure that more information is gathered and shared with faculty. The Faculty Senate Representative to the ATC serves as a means of communication between the ATC and Faculty Senate by sharing technology concerns from faculty that are presented to both committees.
Application for Online Course Development
AMARILLO COLLEGE
Center for Teaching and Learning – eLearning

Date of Application: _______________________________

All persons who endeavor to develop and teach an online course must receive training in the accepted pedagogy for the delivery method. You will be required to work with a Center for Teaching & Learning - eLearning Instructional Designer to insure that all courses meet the Best Practices for Electronically Offered Degree and Certificate Programs set forth by SACS (http://www.sacscoc.org/pdf/commadap.pdf).

APPLICANT:
Applicant Name: _________________________________ Position: _________________________________
Department: ______________________________ Division: ________________________________
Title of Project: ________________________________________

Date of Application: __________________________________________ Project Period: From____________________________ To:____________________________

PROJECT TYPE:
_______ Online course.
_______ Online modules to enhance classroom instruction.
_______ Other, Explain: _________________________________________________________

******************************************************************************
ATTACH A ONE TO TWO-PAGE NARRATIVE ADDRESSING THE FOLLOWING AREAS:

1. Purpose: Explain your stipend request and provide a synopsis of your project.

2. Rationale: Why is the project innovative, necessary, or beyond expected duties?

3. Benefits: How will AC and students benefit from this request?

4. Department: How can the individual department assist in the support of this project if desired? (departmental funds, equipment, etc.)


6. Budget: Explanation and estimate of cost if above the standard stipend.
   (Example: If more than estimated $1,500 stipend, will the department assume the additional funding?)

******************************************************************************

I agree to fulfill the requirements set forth in this stipend request and to teach the online course, at minimum, the first two times offered.

Applicant’s Signature: _______________________________________________________

I request one of the following:
_______ Release time from teaching (Reduction from full load of 15 hours).
_______ Monetary stipend equivalent to three hours overload rate
_______ Other ___________________________________
Please have the project reviewed and signed by Department Head and Division Chair then forward to: Center for Teaching & Learning – eLearning.

**POINTS TO REMEMBER WHEN APPLYING TO DEVELOP AN ONLINE COURSE**
- The focus of stipend funds is for the development of new distance education courses. Other requests will be considered only after development of new courses is funded.
- Equipment requested is on loan, not for permanent use.
- Project is reviewed upon completion for technical soundness by an eLearning Instructional Designer and by Department Chair for content integrity.
- Courses will not be taught online unless the instructor has received training in the pedagogy of online delivery.

**SIGNATURES/APPROVAL SECTION**

Department Chair Signature: __________________________________________________________

Date: __________________________________________________________________________

Not Recommended: Recommended: __________________________________________________

Comments: ______________________________________________________________________

________________________________________________________________________________

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The following individuals have reviewed this request and support as documented by signatures below:

- Division Chair: ___________________________ Date: ______________

- Director, eLearning______________________ Date: ______________

- CTL Assoc. Dean_________________________ Date: ______________

- VP/Dean of Instruction____________________ Date: ______________

Please call (806) 371-5214 (e-Learning) or 371-5941 (CTL) for additional information.
Please complete the following form and submit to Janice Newburg in the Center for Teaching and Learning. The completed form will be filed with the original application for course development. CTL will forward a copy of this information to the eLearning Department and to the office of the Vice President and Dean of Instruction.

Date of Course Completion: ______________________________
Date of Original Application: ______________________________

APPLICANT:
Applicant Name: _________________________________ Position: ______________________________
Department: ______________________________ Division: ______________________________
Title of Project: ______________________________ Date of Application: ______________________________
Project Period: From ______________________________ To: ______________________________

PROJECT TYPE:
Online course.
Online modules to enhance classroom instruction.
Other, Explain: ______________________________

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ATTACH A COPY OF ONE TO TWO-PAGE NARRATIVE ORIGINALLY SUBMITTED WITH APPLICATION.
(Purpose, Rationale, Benefits, Department, Milestones, Budget Information)

STATEMENT OF COMPLETION:
I have fulfilled the requirements set forth in the Application for Online Course Development and for the stipend received as follows:

1. I have developed a new distance education course as identified in the application
2. I have received training in the pedagogy of online delivery (AC Online training) and/or have prior experience teaching online.
3. I have worked on the development of the course and/or have had the course reviewed by an Instructional Designer from the Department of eLearning.
4. I have completed the checklist for “Best Practices for AC Online”, secured the required signatures and have attached a copy to this form before submitting.

Applicant’s Signature: ______________________________ Date ______________________________

I have reviewed this course for Best Practices. ☐ Yes ☐ No

Department Chair Signature: ______________________________ Date ______________________________

I have reviewed this course for Best Practices. ☐ Yes ☐ No

eLearning Instructional Designer: ______________________________ Date ______________________________
CTL Procedures for Supporting Approved Applications for Online Course Development

The following procedures will be initiated and followed by the Department of eLearning to support approved applications for faculty requesting stipends to develop online courses.

*Note - Application Statement/Requirement:* “You will be required to work with a Center for Teaching & Learning – eLearning Instructional Designer to insure that all courses meet the Best Practices for Electronically Offered Degree and Certificate Programs set forth by SACS.”

1. The eLearning Department will receive a copy of the approved application with signatures required for approval from Janice Newburg, CTL.

2. An eLearning Department Instructional Designer will be assigned by the Director of eLearning.

3. The Applicant will be contacted by the assigned eLearning Instructional Designer.

4. The Applicant and Instructional Designer will discuss, coordinate, and schedule activities (action plan) as needs identify.

5. An action plan will be drafted by the eLearning Instructional Designer then shared with and confirmed by the Applicant.

6. The eLearning Instructional Designer and/or the Applicant will/may initiate contact as needed throughout the course development process.

7. Upon course completion of the course, the Applicant will contact their respective Department Chair and the eLearning Instructional Designer for final project review to fulfill the guidelines stated on the Course Completion Form Submitted for Final Approval for Online Course Development Stipend.

   *Note:* A review of Best Practices for AC Online should be completed and attached to the Course Completion Form before submitting.

8. After self-assessment (Best Practices checklist) and review by Department Chair and eLearning Instructional Designer, the Applicant will complete the Course Completion Form Submitted for Final Approval for Online Course Development Stipend and submit to CTL for future documentation verifying completion.
### Best Practices for AC Online Courses

Complete the following self-assessment instructional design checklist for the course developed for distance education with your departmental supervisor. Check all criteria included in the course as identified. After review and signatures are added, please forward this form to Janice Newburg in the Center for Teaching and Learning.

Please note that this instrument does not assess instructional content. Assessments for course content are the responsibility of division/department chairs and should reflect comparable information being offered in traditional courses.

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<tr>
<td>1.</td>
<td>Instructor clearly identifies course expectations.</td>
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<tr>
<td>2.</td>
<td>Instructor clearly identifies outcomes for learning modules.</td>
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<td>3.</td>
<td>Instructor gives clear instructions for activities and/or assignments.</td>
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<tr>
<td>4.</td>
<td>Instructor is accessible. Methods of contact are communicated, including e-mail, telephone number, office number, office hours, etc.</td>
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<tr>
<td>5.</td>
<td>Instructor provides links to online orientation, library services, AskAC, and external support services.</td>
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<td>6.</td>
<td>Instructor communicates with students using multiple forums: e-mail, bulletin board, telephone, etc.</td>
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<td>7.</td>
<td>Instructor is gender inclusive and culturally sensitive in all communications.</td>
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<td>8.</td>
<td>Instructor feedback to students is ongoing throughout course.</td>
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<td>9.</td>
<td>Instructor enthusiasm for course is apparent in its presentation. (check all that apply)</td>
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<td>10.</td>
<td>Active student involvement is ensured through assigned activities which strengthen content mastery while engaging students in the online community. (check all that apply)</td>
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<td>11.</td>
<td>Instructor uses common technology to deliver course content.</td>
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<td>12.</td>
<td>Course includes instructions on how to download software unique to the course.</td>
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<td>13.</td>
<td>Required activities and/or tests are reflective of credit hours awarded for course.</td>
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<td>14.</td>
<td>Required activities and/or tests are reflective of content covered in the course.</td>
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<td>15.</td>
<td>Course is easily navigated and is fully functional.</td>
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<td>16.</td>
<td>Content is delivered in open standards format unless course requirements mandate otherwise.</td>
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<td>17.</td>
<td>Materials from external sources are used within the boundaries of the Copyright Law.</td>
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<td>18.</td>
<td>Course is ADA Compliant.</td>
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Comments: __________________________________________  __________________________________________

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**REQUIRED SIGNATURES:**

- Instructor of Record: ________________________________ Date: ________________________________

- I have reviewed the online course identified above and verified Best Practices as indicated by responses.  Yes  No

- Faculty Course Developer: ________________________________ Date: ________________________________

- I have reviewed the online course and Best Practices with my faculty instructor/course developer.  Yes  No

- Department Chair: ________________________________ Date: ________________________________
Distance Education and the Principles of Accreditation: Documenting Compliance

Guidelines

The Core Requirements, Comprehensive Standards, and Federal Requirements of the Principles of Accreditation apply to distance education as well as other, more “traditional” methods of delivery. Thus, institutions are responsible for the quality of programs and courses delivered by means of distance education and are responsible for ensuring that distance education programs which they offer are complemented by support structures and resources that allow for the total growth and development of their distance education students.

Member and Candidate institutions completing a compliance certification or receiving a committee visit and applicant institutions completing an application for membership should at a minimum address the following Core Requirements, Comprehensive Standards, and Federal Requirements.

Mission and Organizational Structure

Core Requirement 2.4
Comprehensive Standard 3.1.1

Expectations: Provision of distance education courses and programs should be reflected in the institution’s mission and approved by the governing board because of the distinct character of distance education and because of the human, technological, and financial resources required for a high quality distance education program.

Questions/Considerations: Is there evidence that the governing board has been involved in the decision to include distance education courses or programs as a part of the institution’s mission?

Is there evidence of understanding on the part of the governing board, the administration, and the faculty concerning how extensive distance education will or should become?

Best Practices: Such items as planning documents and board minutes reflect that the institution has given thoughtful consideration to its capacity to offer courses or programs by distance education.

Institutional planning documents and mission/purpose statements indicate that the institution has planned the scope of distance education offerings.
There is at least a five year technology plan addressing goals for distance education related to enrollment, academic and student services, course development, and faculty support.

**Comprehensive Standard 3.2.7**

**Expectations:** Administrative responsibility for all educational programs, including the offering of distance education courses and programs, should be reflected in the organizational structure of the institution.

**Questions/Considerations:** Does the organizational chart for the institution reflect distance education?

Does the organizational structure at the institution reflect the relationship between courses/programs offered in traditional formats and courses/programs offered by distance education?

**Best Practices:** Distance education courses/programs are administered at the institution in such a way as to ensure proper coordination and provision of adequate resources, training for faculty, and support for students.

**Institutional Effectiveness**

**Core Requirement 2.5**

**Comprehensive Standard 3.3.1**

**Expectations:** Courses and programs offered by distance education should be included in the planning and evaluation processes at the institution.

Purpose and outcomes should be identified for the distance education program as a whole.

Student learning competencies should be identified and achievement assessed for distance education courses and programs.

**Questions/Considerations:** Is the distance education program reflected in the institution’s strategic (or master) plan?

Is there evidence that outcomes for the program have been identified?

Is there evidence that the effectiveness of the distance education program is regularly assessed and steps taken for improvement of the program?

Has the institution developed student learning competencies for the courses/programs offered by distance education? If these are the same competencies for courses/programs offered by “traditional” methodologies, is assessment identified for distance learning students separate from students taking courses by “traditional” methodologies?
Best Practices: Data is available demonstrating effectiveness of the distance learning program.

Data is available demonstrating achievement of expected competencies by students taking courses/programs by distance education.

The Institution demonstrates that it uses data to improve course/program offerings by distance education.

Educational Programs

Comprehensive Standard 3.4.7

Expectations: Whenever an institution enters into a consortial arrangement or contractual agreement or partnership for delivery of courses or provision of services, it should assume an active role in ensuring the quality of those courses or services. Since many institutions enter into such agreements or arrangements for delivery of courses/programs by distance education, the institution should be an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Questions/Considerations: Are provisions of the agreement, contract, or arrangement clearly delineated?

Is there provision for regular evaluation of the effectiveness of the arrangement?

Best Practices: The Institution has input concerning distance education courses/programs offered through contractual, consortial, or other arrangements.

There is evidence that the Institution regularly reviews its objectives for arrangements for distance education and evaluates achievement of those objectives.

Contracts or agreements contain provision for administrative and faculty involvement and a measure of “control” by the Institution.

Comprehensive Standard 3.4.10

Expectations: The Institution should ensure that faculty have played an appropriate role in designing the courses/programs to be offered by distance education.

Faculty should be engaged in distance education course/program planning and systematic review.

Faculty should play an appropriate role in academic oversight of distance education initiatives.

Questions/Considerations: Does the administrative structure for provision of distance education courses/programs appropriately involve faculty as well as administrators?
Is there appropriate technological assistance for faculty charged with developing distance education courses/programs?

If “outside experts” develop and provide distance education courses/programs, are faculty involved and do they have a sense of ownership?

**Best Practices:**

There is a logically sequenced course development schedule involving faculty input and ensuring availability of courses as students need them. A schedule of course offerings is available so that students can plan their programs.

There is consistency in course format.

Faculty members develop syllabi for distance education courses which include learning objectives and other information vital to student success in distance education courses.

The structure of distance education courses/programs reflects consideration of time management challenges and the risk of attrition for students taking courses by distance education.

Course design takes into consideration the need for and importance of interaction between faculty and students and among students.

The institution controls the number of students in distance education courses and ensures that faculty teaching those courses have adequate time for interaction, monitoring, and evaluating student progress and success.

A support system exists for faculty teaching distance education courses.

**Comprehensive Standard 3.4.12**

**Expectations:**

The institution is expected to provide technology adequate to support its distance education courses/programs.

The institution is expected to ensure that faculty members teaching distance education courses are proficient in the use of technology.

The institution is expected to ensure that potential distance education students know what technological expertise they will need and what technology they must possess to successfully complete distance education courses.

**Questions/Considerations:**

Does the institution provide adequate technology for its distance education courses and does it upgrade the technology as appropriate?

Does the institution make training in technology available to faculty members teaching distance education courses?

Is assistance in use of technology required provided to distance education students who need it?
Faculty

Core Requirement 2.8

Expectations: The institution should employ sufficient full time faculty to support its mission. If the mission includes offering courses/programs by distance education, there should be a sufficient number of faculty qualified to plan for, design, and teach distance education courses.

Questions/Considerations: What role is expected of faculty members relative to distance education courses/programs?

Best Practices: There are policies concerning expectations of full and part time faculty planning for, designing, and teaching distance education courses.

There is evidence that consideration is given to the demands of teaching distance education courses. Faculty loads reflect this consideration.

Comprehensive Standard 3.7.1

Expectations: The institution should consider and define unique qualifications for faculty members teaching distance education courses.

The institution is expected to make its case that faculty teaching distance education courses are qualified to teach those courses.

Questions/Considerations: Is there evidence that the institution has considered differences between teaching distance education courses and teaching courses offered using “traditional” methodologies?

Are there policies concerning qualifications of faculty members teaching distance education courses?

Best Practices: In its practices for hiring faculty members to teach distance education courses, the institution ensures and documents appropriate qualifications.

In its practices for preparing current faculty to teach distance education courses, the institution ensures and documents appropriate qualifications.

Comprehensive Standards 3.7.2 and 3.7.3

Expectations: The institution should regularly evaluate the effectiveness of faculty members who teach distance education courses.

The institution should make clear the criteria by which distance education faculty will be evaluated.

The institution should make professional development activities and training available to distance education faculty members and ensure
that distance education faculty members engage in that training and professional development.

Questions/Considerations:

Is there a clear understanding among distance education faculty members concerning expectations and criteria for evaluation?

Is there evaluation of faculty members teaching distance education courses?

Are professional development/training activities easily accessible to distance education faculty members?

Best Practices:

The institution publishes its criteria for evaluation of and expectations concerning the teaching of distance education courses.

There is evidence in faculty files of evaluation of distance education faculty members using the established and published criteria.

Learning Resources

Core Requirement 2.9
Comprehensive Standard 3.8.1
Comprehensive Standard 3.8.2
Comprehensive Standard 3.8.3

Expectations:

The institution is expected to ensure that all distance education students, regardless of where they are located, have access to library/learning resources adequate to support the courses they are taking.

The institution is expected to provide orientation to distance education students concerning available resources and how to access and use them.

Staff with expertise in assisting distance education students should be available to assist students in accessing and using available learning resources.

The institution is expected to regularly assess the effectiveness of its provision of library/learning resources for distance education students.

Questions/Considerations:

What learning resources are available to distance education students?

How are distance education students made aware of the available learning resources?

Do distance education students receive orientation and training in accessing the library/learning resources made available by the institution?

Do distance education students have access to professional assistance at times when they are likely to need assistance?
Does the institution know that its provision of resources and assistance to distance learning students is adequate?

Best Practices:

The institution makes available to distance education students information concerning what will be needed to access learning resources for the distance education courses they will register for.

The institution determines the abilities and needs of its distance education students in accessing learning resources.

The institution provides regularly scheduled orientation sessions for distance education students.

The institution makes available to distance education students information concerning times and means of accessing professional assistance.

The institution defines expected outcomes for effective provision of learning resources.

Data is available indicating that provision of learning resources to distance education is effective and that it is regularly evaluated and improved where appropriate.

Student Support Services

Core Requirement 2.10
Comprehensive Standard 3.4.9
Comprehensive Standard 3.9.3

Expectations:

The institution is expected to consider support services needed by distance education students and provide for those needs.

The institution is expected to provide staff sufficient to meet support needs of distance education students.

The institution is expected to consider academic support needs of its distance education students to include access to advisement, tutorials, and mentoring.

The institution is expected to monitor the success of its distance education students to include consideration of drop out rates, failure rates, and completion rates.

Questions/Considerations:

Does the institution have a sufficient number of trained student service personnel to ensure provision of appropriate support in such areas as admissions or counseling?

Does the institution have a sufficient number of trained academic support personnel to ensure provision of academic assistance needed by distance education students?

Does the institution communicate to students how they may access student service support and academic support?
Does the institution ensure that the services are available when it indicates that they are available?

**Best Practices:**

Distance education students are provided with material indicating student services and academic services which are available to them and how to access the services.

Services are available at reasonable times for access by students.

Outcomes are established for all services provided to distance education students and the institution has data available to show that the services are effective.

The institution has processes by which it can identify distance education students who need academic assistance and intervenes to provide that assistance.

Data exists to demonstrate achievement by distance education students of learning outcomes established by the institution.

**Federal Requirement 4.5**

**Expectations:**
The institution is expected to provide distance education students with processes by which they can submit complaints.

**Questions/Considerations:**
Do distance education students know how they may file a complaint and receive feedback on resolution of the complaint?

**Best Practices:**
A process by which a distance education student may file a complaint and receive response within a reasonable time is provided to the student upon registration.

Documentation exists to indicate that institutions are responsive to student complaints and resolves the complaint within a reasonable time period.

**Financial Resources**

**Core Requirement 2.11.1**

**Expectations:**
The institution, in making distance education courses/programs a part of its mission, is expected to provide adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

**Questions/Considerations:**
Does the budget reflect provision of funding for needs of distance education at the institution?

**Best Practices:**
Adequate funding is provided for the distance education program to include technology, faculty, staff, administrative personnel, learning resources, and services.

Funding needs are reflected in the annual budget and in long range budgetary projections for the institution.
Physical Resources

Core Requirement 2.11.2
Comprehensive Standard 3.11.3

Expectations: The institution is expected to provide adequate technological resources to offer high quality distance education courses/programs.

Questions/Considerations: What technology does the institution use for its distance education programs?
Is the technology used adequate to provide high quality courses to distance education students?

Best Practices: Consistent with the distance education courses offered, the technological resources, means of delivery, and other physical resources are available, maintained, staffed, and upgraded on a regular basis.
eLearning Support & Services
Policies, Procedures, and Standards

DRAFT 7 (February 3, 2010)
Contents
OVERVIEW .................................................................................................................................22
1.0 eLEARNING SUPPORT & SERVICES ..................................................................................23
2.0 TRAINING ............................................................................................................................7
3.0 INFORMATION TECHNOLOGY SUPPORT .........................................................................9
4.0 ONLINE COURSE CREATION, SET-UP & DELIVERY .....................................................12
5.0 COURSE DEVELOPMENT ..................................................................................................18
6.0 ONLINE TEACHING ..........................................................................................................21
OVERVIEW
The Amarillo College Strategic Plan-Through 2010 describes a major institutional goal as "Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty, and staff" (p.9). eLearning exists as a department of The Center for Teaching and Learning. eLearning is responsible for providing technology and administrative support for distance education and traditional courses.
1.0 eLEARNING SUPPORT & SERVICES

1.1. Introduction

eLearning exists as a department of The Center for Teaching and Learning.

1.2. Purpose

eLearning is responsible for providing technology and administrative support for distance education and traditional courses.

1.3. Audience

eLearning Support Policy applies to faculty and staff who use technology to develop or deliver instruction for online, enhanced online, hybrid, or traditional courses.

1.4. Definitions

1.4.1. Instructional design support - eLearning assistance with needs analysis, structure, design, presentation, and flow of course content, communication, and evaluation methods for online courses.

1.4.2. LMS - Learning Management System used to develop, deliver, and manage online classes.

1.4.3. Online Course – Instruction delivered 100% over the Internet. (Note: Does not require a student to come to an Amarillo College campus for any portion of the course.)

1.4.4. Enhanced Online Course – Any course that has more than 50% and less than 100% in an online component. (Note: An enhanced online course is one that requires a student to attend face-to-face instruction, but does not meet the hybrid course definition.)

1.4.5. Hybrid Course – Instruction delivered 50% online and 50% conducted through face-to-face contact. (Note: Seat time will be reduced by 50% when scheduling classrooms.)

1.4.6. Traditional Course – Any course that has less than 50% in an online component. (Note: Instruction can be delivered 100% face-to-face contact with the instructor. May be lecture, laboratory, lecture/laboratory, clinical, practicum, internship, cooperative experience.) A disclaimer will be added to all traditional course offering information to alert students they are expected to use computers with internet capability to enhance their learning.
1.4.7. Faculty Course Shell – An Angel shell that contains no students, to be used by one instructor to develop and maintain a course from semester to semester, from which content can be copied to classes for a live term.

1.4.8. Master Course Shell – An Angel shell that contains no students, which can be shared by more than one instructor teaching the same course, to be developed and maintained from semester to semester, from which content can be copied to classes for a live term.

1.5. Support Policy Statements

1.5.1. Instructors who need help with instructional design, online course development, graphics, or multimedia support should contact eLearning to schedule an appointment.

1.5.2. Course content will not be created or added by eLearning unless the instructor is actively participating to become proficient in course development processes.

1.5.3. When requesting eLearning instructional design support for new course development, a minimum of 60 days lead time is recommended, before the course is scheduled to go online.

1.5.4. Instructors are responsible for obtaining copyright permissions for materials to be duplicated or placed into online course content.

1.5.5. Instructors are required to furnish documented evidence of copyright permission before requesting eLearning to duplicate, transfer, stream, or imbed images, videos, or textbook materials.

1.5.6. eLearning will manually create and issue Faculty Course shells on request, after receipt of completed Instructor Request for AC Online Faculty Course Shells form. (See 1.6.1.2 of this document for link to this form.)

1.5.7. eLearning will manually create and issue Master Course shells on request, after receipt of completed Instructor Request for AC Online Master Course Shells form. (See 1.6.2.2 of this document for link to this form.)

1.5.8. Division or Department Chair must determine who can request Master Course shells, and how many Master Course shells are needed.

1.6. Guidelines and Standard Operating Procedures

1.6.1. Requirements and procedures to request Faculty Course shells include:

1.6.1.1. Each faculty member is strongly encouraged to complete Online Fundamentals – Angel 7.3 (12 online training modules) before beginning development of an AC Online course.

1.6.1.2. Each faculty member will submit the online form, Instructor Request for AC Online Faculty Course Shells. This form should identify all proposed courses, be approved by the Department Chair, and submitted to the Center for Teaching and Learning. Click here to access the request form:

1.6.1.3. eLearning will create a new Faculty Course shell for each course identified on the Instructor Request for AC Online Faculty Course Shells.

1.6.2. Requirements and procedures to request Master Course shells include:

1.6.2.1. The Division and/or Department Chair(s) will assign a faculty manager for the Master Course(s). The faculty manager is responsible for maintaining and updating Master Course(s) as required.

1.6.2.2. The faculty manager will complete and submit the online form, Instructor Request for AC Online Master Course Shells. This form must identify all proposed Master Courses that have been approved by the Division and/or Department Chair, before being submitted to the Center for Teaching and Learning. Click here to access the request form:

1.6.2.3. eLearning will create a Master Course shell for each course identified on the Instructor Request for AC Online Master Course Shells.

1.7. Other Information

1.7.1. Note: There has been some confusion and misinterpretation among students and faculty members concerning Course Definitions (Sections 1.4.3 to 1.4.6).

1.7.1.1. Course Definitions were approved by Amarillo College’s Academic Affairs Committee (11-18-08).

1.7.2. Copyright information can be accessed through a link on the AC Library homepage (http://www.actx.edu/library/index.php?module=article&id=9).

<table>
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<th>eLearning Policies</th>
<th>mm/dd/yy</th>
<th>-Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>2.0 – 2.6</td>
<td>02/03/10</td>
<td>-Revised</td>
</tr>
<tr>
<td></td>
<td>Academic eLearning Training</td>
<td>LMS Policy Team and eLearning</td>
<td>-Author</td>
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It is strongly recommended that faculty complete the *Online Fundamentals - Angel 7.3* (12 online training modules) before developing online or hybrid courses in the AC Online learning environment. Additional training is available on request.

2.2. Purpose

The purpose of this Training Policy is to ensure that online faculty are provided with the skills and knowledge required to develop, deliver, and manage their classes using the Angel LMS.

2.3. Audience

Training Policy applies to all faculty members who teach online, hybrid, enhanced online courses, or traditional courses.

2.4. Definitions

2.4.1. Online Course – Instruction delivered 100% over the Internet. (Note: Does not require a student to come to an Amarillo College campus for any portion of the course.)

2.4.2. Enhanced Online Course – Any course that has more than 50% and less than 100% in an online component. (Note: An enhanced online course is one that requires a student to attend face-to-face instruction, but does not meet the hybrid course definition.)

2.4.3. Hybrid Course – Instruction delivered 50% online and 50% conducted through face-to-face contact. (Note: Seat time will be reduced by 50% when scheduling classrooms.)

2.4.4. Traditional Course – Any course that has less than 50% in an online component. (Note: Instruction can be delivered 100% face-to-face contact with the instructor. May be lecture, laboratory, lecture/laboratory, clinical, practicum, internship, cooperative experience.) A disclaimer will be added to all traditional course offering information to alert students they are expected to use computers with internet capability to enhance their learning.

2.5. Policy Statements

2.5.1. Instructors are encouraged to complete the *Online Fundamentals (Angel 7.3)* training before they activate their courses in the Angel LMS. To request enrollment in this 12-module online course, contact the Center for Teaching and Learning.

2.6. Guidelines and Standard Operating Procedures

2.6.1. Faculty may request additional training from the eLearning department by emailing or calling to schedule an appointment.

2.6.2. Scheduled training classes are available from the Center for Teaching and Learning. ([http://www.actx.edu/pod/index.php?module=article&id=80](http://www.actx.edu/pod/index.php?module=article&id=80))
3.0 INFORMATION TECHNOLOGY SUPPORT

3.1. Introduction

Information Technology Support includes the various services available for eLearning.

3.2. Purpose

The purpose of eLearning Information Technology Support policy is to define, describe and articulate the types of services available for eLearning in terms of responsibilities, roles, and procedures.

3.3. Audience

The eLearning Information Technology Support policy applies to faculty and staff who use or support technology to develop or deliver instruction for online, traditional, hybrid, or enhanced online courses.

3.4. Definitions

3.4.1. AskAC is a service offered by Student Services to provide support (through email, phone, chat, knowledgebase, and extended hours) for student questions related to any aspect of Amarillo College.

3.4.2. CTL Helpdesk is a service provided by the Center for Teaching and Learning (CTL) Division to assist students, faculty, and staff with resolving technology-based issues related to AC Online.

3.4.3. IT Helpdesk is a service provided by the Information Technology Services (ITS) division to assist AC employees with resolving technology-based issues related to computers, the network, and audio-video equipment.

3.4.4. Online Course – Instruction delivered 100% over the Internet. (Note: Does not require a student to come to an Amarillo College campus for any portion of the course.)

3.4.5. Enhanced Online Course – Any course that has more than 50% and less than 100% in an online component. (Note: An enhanced online course is one that requires a student to attend face-to-face instruction, but does not meet the hybrid course definition.)

3.4.6. Hybrid Course – Instruction delivered 50% online and 50% conducted through face-to-face contact. (Note: Seat time will be reduced by 50% when scheduling classrooms.)
3.4.7. Traditional Course – Any course that has less than 50% in an online component. (Note: Instruction can be delivered 100% face-to-face contact with the instructor. May be lecture, laboratory, lecture/laboratory, clinical, practicum, internship, cooperative experience.) A disclaimer will be added to all traditional course offering information to alert students they are expected to use computers with internet capability to enhance their learning.

3.5. Policy Statements

3.5.1. Users must follow a specific protocol to request help with problems in live online classes. (See 3.6 Guidelines and Standard Operating Procedures)

3.5.2. eLearning will identify and recommend programs and course development software to be adopted and supported.

3.5.3. Programs and course development software to be supported by eLearning must be approved by the Academic Technology Council and by the Information Technology Council.

3.6. Guidelines and Standard Operating Procedures

3.6.1. The protocol for supporting students enrolled in online, hybrid, and enhanced online classes is:

3.6.1.1. Self-service is available through AskAC’s FAQ (college knowledgebase), CMS instructor syllabi, help within Angel, and attendance in an AC Online introductory class.

3.6.1.2. Emails will be sent with information on how to get started in an online class to all students enrolled in at least one online, hybrid, or enhanced online class the week before classes start and every day through late registration.

3.6.1.3. If AskAC is unable to solve a problem, a work order (to the ITS Helpdesk or the CTL Helpdesk) will be initiated by the agent taking the call; or the call will be forwarded to the CTL Helpdesk.

3.6.1.4. AskAC provides limited help to students with pop-ups, browsers and plug-in issues. The CTL Helpdesk is the student support contact for problems concerning AC Online access, features, pop-ups, browsers, and plug-ins.

3.6.1.5. If the CTL Helpdesk is unable to resolve the problem, the CTL Helpdesk personnel will contact eLearning.

3.6.1.6. If eLearning is unable to resolve the problem, the Angel Administration will contact Angel Support.

3.6.1.7. AskAC and CTL Helpdesk will refer calls to the instructor for problems concerning access codes, test access, and broken links.

3.6.1.8. If the instructor is unable to help, the instructor will contact eLearning.

3.6.2. The protocol for supporting online faculty is:
3.6.2.1. Instructors are encouraged to seek self-help through AskAC’s FAQ (college knowledgebase), peer help, AC Online training, FACulty Matters discussion forum in AC Online, and contextual HELP in Angel.

3.6.2.2. The instructor will contact the CTL Helpdesk for assistance with all AC Online technical problems.

3.6.2.3. The CTL Helpdesk will resolve or route the call to the appropriate party.

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**Section 4 - eLearning Policies**

**Policy 4.0 – 4.7**

**Online Course Creation, Set-up & Delivery**

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4.0 ONLINE COURSE CREATION, SET-UP & DELIVERY

4.1. Introduction

Knowledge of the Angel LMS, procedures, and responsibilities are essential for the successful development and delivery of AC Online course content.

4.2. Purpose

The purpose of Online Course Creation, Set-up, and Delivery Policy is to facilitate the effective use of the Angel LMS, define procedures, and identify responsibilities that will promote efficient use of eLearning resources.

4.3. Audience

Online Course Creation, Set-up, and Delivery Policy applies to all faculty who use the Angel LMS.

4.4. Definitions

4.4.1. LMS - Learning Management System used to develop, deliver, and manage online classes.
4.4.2. Hosted Server – Online courses will be delivered from a server located at a remote Angel hosting facility.

4.4.3. Course Shell – A new or blank Angel course which does not yet contain any content.

4.4.4. Course Section – A single class or instance of a particular online course.

4.4.5. LOR - A Learning Object Repository is a dedicated, online space for course content that can be shared. The content in a LOR can be accessed by linking to it from other courses, which saves server space and simplifies editing of content that is shared among courses.

4.5. Policy Statements

4.5.1. Instructors must deliver courses as identified to the Registrar for official scheduling (online, hybrid, enhanced online, traditional).

4.5.2. Instructors are responsible for activating their own classes at the beginning of each new semester or term.

4.5.3. Instructors are responsible for creating backup files to archive their own courses.

4.5.4. Instructors are responsible for creating backup files to archive their personal Learning Object Repository (LOR).

4.5.5. Instructors are responsible for copying course content into their new course shells from their development shells each semester.

4.5.6. Division or Department Chair will determine whether a Departmental LOR (Learning Object Repository) is needed.

4.6. Guidelines and Standard Operating Procedures

4.6.1. Class section shells for all credit courses will be pushed to the Angel production server each semester.

4.6.2. Class section shells will be available to instructors 30 calendar days before the semester start date of each course.

4.6.3. Student memberships will be sent to class sections 7 calendar days before the semester start date of each course.

4.6.3.1. Instructors may choose to activate their classes, to make them accessible to students, any time during the 7-day period after student memberships are pushed into class sections until the class start date.

4.6.3.2. Instructors may choose to wait until the start date to activate their class sections.

4.6.4. The procedure to activate a class section is:

4.6.4.1. Click Management tab in the class.

4.6.4.2. Locate the Course Settings section.

4.6.4.3. Click the General Course Settings link.

4.6.4.4. Click the Access tab, then set Member Access to “All Members.”
4.6.4.5. Click the **Save** button.

4.6.5. Classes will remain accessible to students for 7 days following the end of each term. After the 7th day, classes will be disabled (Course Access Setting will be changed from “All Members” to “Editors Only”), and students will not be able to access the classes.

4.6.5.1. Instructors may disable their classes sooner if they do not want them to be accessible during the 7-day period following the end of each term.

4.6.6. The procedure to disable a class section is:

4.6.6.1. Click the **Management** tab in the class.
4.6.6.2. Locate the **Course Settings** section
4.6.6.3. Click the **General Course Settings** link.
4.6.6.4. Click the **Access** tab.
4.6.6.5. Set **Member Access** to “Editors Only.”
4.6.6.6. Click the **Save** button.

4.6.7. Classes with Incompletes will be re-activated, making them accessible to all class members.

4.6.8. Incomplete grades may be assigned by completing the *Amarillo College Contract for Grade of “I” (Incomplete)*. This contract is available from departmental offices.

4.6.8.1. The *Amarillo College Contract for Grade of “I”* must be submitted to the Registrar’s office at least 24 hours before the end date of the class.

4.6.8.2. Only class sections with incomplete grades will remain accessible to students for longer than 7 days after the end of each term.

4.6.8.3. Classes with incomplete grades will remain active (accessible to all students in the class) for 3 months.

4.6.8.3.1. During the 3-month period that sections with incomplete grades remain active, instructors may choose to restrict access to the course content to students with incomplete grades. The instructors can create a special **Incomplete Grades Team** for those students. An environmental variable can be used to restrict content access to the **Incomplete Grades Team**. For additional instructions or assistance with this process, contact eLearning.

4.6.9. Instructors may change a grade within a six-month period after a class ends.

4.6.9.1. Instructors who want to change a grade will complete and print the *Change of Grade Form* ([http://www.actx.edu/forms/](http://www.actx.edu/forms/)), sign the form, and submit it to the Registrar’s office.

4.6.9.2. If an instructor wants to change a grade after the six-month period has lapsed, the *Change of Grade Form* must be signed by the instructor, the Department Chair and the Vice President/Dean of Instruction.

4.6.10. The procedure to back up a course is:
4.6.10.1. Click Management tab in the class.
4.6.10.2. Click Backup/Restore in the Data Management nugget.
4.6.10.3. Click Backup Now and wait for the process to complete.

4.6.10.3.1. Important: Do not click Restore Backup if an older backup file exists. This will destroy content and data that was added to the course after the Last Backup date.

4.6.10.4. When the backup is complete, click the OK button.
4.6.10.5. To save an archive copy of the backup file, click Download Backup.
4.6.10.6. In the File Download dialog box, click Save.
4.6.10.7. Select a storage location. Click Save.
4.6.10.8. Click Done.

4.6.11. The procedure to back up a Personal LOR is:
4.6.11.1. Click the LOR icon in AC Online. Select your Personal LOR in the Repositories nugget.
4.6.11.2. Click Management tab in the LOR.
4.6.11.3. Click Backup/Restore in the Data Management nugget.
4.6.11.4. Click Backup Now and wait for the process to complete.

4.6.11.4.1. Important: Do not click Restore Backup if an older backup file exists. This will destroy content that was added to the LOR after the Last Backup date.

4.6.11.5. When the backup is complete, click the OK button.
4.6.11.6. To save an archive copy of the backup file, click Download Backup.
4.6.11.7. In the File Download dialog box, click Save.
4.6.11.8. Select a storage location. Click Save.
4.6.11.9. Click Done.

4.6.12. Course sections will be removed from the Angel server one full semester following the end of each term. Instructors will have access to their class sections until they are removed from the Angel server.

4.6.12.1. If it becomes necessary for an instructor to access a course section after it has been removed from the Angel server, the instructor or a system administrator must restore the course section from the archived backup file.

4.6.13. The Angel host will provide 4 DVD archives of all course sections, including Faculty Course development shells, each year upon request.

4.6.13.1. Course section archives will be stored at Amarillo College, not on the hosted Angel server.

4.6.14. Instructors will be able to merge their own course rosters 30 days before the start date of each semester until the first day of class.
4.6.14.1. The procedure to merge two or more class section rosters to create a single new multiple-section course is:

4.6.14.1.2. Select the class sections to be merged and click Continue.
4.6.14.1.3. Input a Title for the new merged course.
4.6.14.1.5. Click Create Course.

4.6.14.2. If instructors need to have course rosters merged after the first day of class each semester, they must contact eLearning.

4.6.15. Procedures for Division or Department Chair to request a Departmental LOR include:

4.6.15.1. The Division or Department Chair will determine whether a Departmental LOR is needed.
4.6.15.2. The Division or Department Chair will specify an instructor in the department to be the editor of the Departmental LOR. The editor is responsible for making all changes to the Departmental LOR.
4.6.15.3. The Division or Department Chair or the Departmental LOR editor will complete and submit the online form Request for a Departmental LOR (Learning Object Repository). This form must identify the proposed Departmental LOR, specify the departmental access, and be approved by the Division or Department Chair before being submitted to the Center for Teaching and Learning (eLearning Department). Click here to access the request form: [http://www.actx.edu/elearning/files/filecabinet/folder5/Dept_LOR_Request.pdf](http://www.actx.edu/elearning/files/filecabinet/folder5/Dept_LOR_Request.pdf).
4.6.15.4. eLearning will create a Departmental LOR for the Division or Department submitting the Request for a Departmental LOR (Learning Object Repository).

4.7. Other Information

4.7.1. When merging 2 or more class section rosters to create a single new multiple-section class, (Section 4.6.14.1) the following best practices are recommended:

4.7.1.1. Merge rosters of empty class section shells before adding course content.
4.7.1.2. The Title of a new merged class should identify the semester, and (if space permits) sections being merged.
4.7.1.3. When two or more class section rosters are merged into a single new multiple-section course, the course content should be loaded into the new merged course.
4.7.1.4. Backup the new merged course before making any modifications to the course.
4.7.1.5. Do not unmerge a course after work has been submitted by students, to avoid losing their work.
5.0 COURSE DEVELOPMENT

5.1. Introduction

As online courses are developed or re-designed for the Angel LMS, it is important to utilize available tools and resources, and to employ best practices to effectively engage students and ensure sound instruction.

5.2. Purpose

The purpose of Course Development Policy is to identify responsibilities and define procedures to promote best practices and the effective use of Angel LMS and eLearning technology.

5.3. Audience

Course Development Policy applies to all online classes developed or taught by AC faculty.

5.4. Definitions

5.4.1. LMS- Learning Management System used to develop, deliver, and manage online classes.

5.4.2. LOR - A Learning Object Repository is a dedicated online space for course content that can be shared. The content in a LOR can be accessed by linking to it from other courses, which saves server space and simplifies editing of content that is shared among courses.

5.4.3. Stipend – A Stipend may include (a) release time from teaching, (b) monetary award equivalent to three hours overload rate, or (c) other compensation as identified on the Application for Online Course Development.

5.5. Policy Statements
5.5.1. Recommended maximum size for online course content is 200 MB.

5.5.2. All online courses must provide a link to the Amarillo College CMS Syllabus.

5.5.3. Instructors are responsible for obtaining copyright permissions for all content materials used in their courses.

5.5.4. Faculty Stipends or Reassigned Time for Online Course Development

5.5.4.1. Procedures for faculty to request stipends or reassigned time for developing an online course are as follows:

5.5.4.1.1. Complete and secure approval signatures required for the Application for Online Course Development and submit the signed form to the Center for Teaching and Learning. ([http://www.actx.edu/elearning/files/filecabinet/folder7/Application_for_Online_Course_Development.pdf](http://www.actx.edu/elearning/files/filecabinet/folder7/Application_for_Online_Course_Development.pdf))

5.5.4.1.1.1. If approved, a confirmation memorandum with requirements for completion will be received from the Vice President of Academic Affairs.

5.5.4.1.1.2. If denied, the form will be returned to the faculty making the request by respective division/department chairs with explanations.

5.5.4.1.2. Requirements for stipends approved include the following:

5.5.4.1.2.1. Meet with Center for Teaching and Learning instructional technology specialist for guidelines on course development and use of eLearning resources.

5.5.4.1.2.2. Complete development of the course as approved, following the timetable submitted with the application.

5.5.4.1.2.3. Follow the Best Practices for Electronically Offered Degree and Certificate Programs as set forth by both the Texas Higher Education Coordinating Board and Commission on Colleges Southern Association of Colleges and Schools (SACS).

5.5.4.1.2.4. Complete the Best Practices for AC Online Courses checklist and submit it with the required signatures to the Center for Teaching and Learning. ([http://www.actx.edu/elearning/files/filecabinet/folder5/Best_Practices_for_AC_Online_Courses_042809___FINAL.pdf](http://www.actx.edu/elearning/files/filecabinet/folder5/Best_Practices_for_AC_Online_Courses_042809___FINAL.pdf))

5.5.4.1.2.5. When the course is complete, meet with a CTL eLearning instructional designer to review the course.

5.5.4.1.2.6. Complete the Course Completion Form for Final Approval for Online Course Development Stipend and submit it with the required signatures to the Center for Teaching and Learning.
5.6. Guidelines and Standard Operating Procedures

5.6.1. Instructors will utilize LOR’s (Learning Object Repositories) whenever appropriate to save server space.

5.6.2. Instructors will utilize compression software and procedures whenever appropriate to minimize course content.

5.7. Other Information

5.7.1. Note: Some instructors create text syllabi or use the Angel syllabus template, instead of linking to their Amarillo College CMS Syllabus (Section 5.5.2).

<table>
<thead>
<tr>
<th>Section 6</th>
<th>eLearning Policies</th>
<th>mm/dd/yy</th>
<th>-Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>6.0 – 6.5</td>
<td>02/03/10</td>
<td>-Revised</td>
</tr>
<tr>
<td></td>
<td>Online Teaching</td>
<td>eLearning Center</td>
<td>-Author</td>
</tr>
</tbody>
</table>

6.0 ONLINE TEACHING

As students are introduced to AC Online (Angel LMS), we must provide them with clear and consistent information about using the learning environment.

6.1. Purpose

The purpose of Online Teaching Policy is to define best practices and procedures for teaching in the Angel LMS that will promote consistency and ease of use for online students.

6.2. Audience

Online Teaching Policy applies to all faculty who teach online, hybrid, enhanced online, or traditional (with online components) courses.
6.3. Definitions

6.3.1. LMS - Learning Management System used to develop, deliver, and manage online classes.

6.3.2. LOR - A Learning Object Repository is a dedicated online space for course content that can be shared. The content in a LOR can be accessed by linking to it from other courses, which saves server space and simplifies editing of content that is shared among courses.

6.3.3. Online Course – Instruction delivered 100% over the Internet. (Note: Does not require a student to come to an Amarillo College campus for any portion of the course.)

6.3.4. Enhanced Online Course – Any course that has more than 50% and less than 100% in an online component. (Note: An enhanced online course is one that requires a student to attend face-to-face instruction, but does not meet the hybrid course definition.)

6.3.5. Hybrid Course – Instruction delivered 50% online and 50% conducted through face-to-face contact. (Note: Seat time will be reduced by 50% when scheduling classrooms.)

6.3.6. Traditional Course – Any course that has less than 50% in an online component. (Note: Instruction can be delivered 100% face-to-face contact with the instructor. May be lecture, laboratory, lecture/laboratory, clinical, practicum, internship, cooperative experience.) A disclaimer will be added to all traditional course offering information to alert students they are expected to use computers with internet capability to enhance their learning.

6.4. Policy Statements

6.4.1. All instructors who teach using online components /content online or hybrid classes will use the Angel LMS.

6.4.2. eLearning or CTL Helpdesk must be contacted to add new members to a class (course editors, course assistants, course mentors, etc.).

6.4.3. All online students will have access to a Student Orientation.

6.5. Guidelines and Standard Operating Procedures

6.5.1. The AC Online Student Orientation will be available to all students from their AC Online Personal Home Page.
Multimedia Hosting and Streaming Services
Policies, Procedures, and Standards

Draft 02/26/10
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW</td>
<td>40</td>
</tr>
<tr>
<td>1.0 SYSTEM OVERVIEW</td>
<td>41</td>
</tr>
<tr>
<td>2.0 MULTIMEDIA POLICIES</td>
<td>42</td>
</tr>
<tr>
<td>3.0 MULTIMEDIA PROCEDURES</td>
<td>44</td>
</tr>
</tbody>
</table>
OVERVIEW
Amarillo College offers multimedia hosting, streaming media, encoding and supporting services for the delivery of audio/video content. Presently, Amarillo College uses Adobe Flash Media Server 3, a scalable, real-time media server that delivers high quality (up to HD level), on-demand, live audio and video content with great efficiency and quality. The audio/video system and related services are used to support academic and other campus needs under the Amarillo College goal of delivering instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty, and staff. Academic AV needs take precedence over other college related activities. AV hosting and multimedia support is not available for Students under this system. We strongly recommend that you read through this document to help you understand the procedures, policies, and services and how they support successful audio/video delivery. Please contact Center for Teaching and Learning (CTL) if you have questions concerning multimedia or streaming services.
7.0 SYSTEM OVERVIEW

7.1. Introduction

The Adobe Flash server delivers recorded video, or “video on demand.” Adobe provides a video player called the FLV Playback component, which supports playback of FLV and MP4/F4V files. The Flash Media Server allows the broadcast of live streams including interactive features. Web-connected clients only need Flash Player or an Adobe AIR application to view the live broadcast.

7.2. Types of Content Delivered

The server can deliver prerecorded video, live video, playlists, music, video blogging, video messaging, and more. The following are examples of the type of content delivered:

7.2.1. Short video or audio clips, such as commercials up to 30 seconds long.
7.2.2. Longer video clips, such as user-generated videos up to 30 minutes long.
7.2.3. Recorded television shows or movies up to several hours long.
7.2.4. Client-side or server-side media playlists can play a list of streams in a sequence, whether live streams, recorded streams, or a mix.
8.0 MULTIMEDIA POLICIES

8.1. Operations and Administration

8.1.1. Network services will be responsible for the maintenance and operational support of the Flash server.

8.1.2. Center for Teaching and Learning/eLearning will handle server administration, encoding of AV files, and training and support of staff and faculty.

8.2. Eligibility

Users are limited to the following list, unless granted permission by the Center for Teaching and Learning/eLearning.

8.2.1. Departments or divisions that are official parts of the college structure

8.2.2. College faculty, staff, and administration

8.3. User Responsibility

8.3.1. Users (Eligible Faculty/Staff/Admin) are responsible for maintaining original files, and should store additional copies of their files as part of their backup plan.

8.3.2. CTL/eLearning and Network Services will not be responsible for long-term storage of media files.

8.3.3. Network Services will back up files according to the backup procedures established for that server.

8.4. Release Form

8.4.1. Faculty/Staff that use the server for creating audio/videos are required to sign a Media Release form.

8.4.2. The “creators” of streamed content are responsible for adhering to copyright laws.

8.4.3. If you believe an audio or video file residing on an Amarillo College server or network is an infringement of your copyrighted work, please contact CTL/eLearning.

8.4.4. Amarillo College reserves the right to remove any materials posted to its servers.

8.5. Ownership

8.5.1. Media files will remain the property of the creator or owner.
8.5.2. File owners must maintain valid contact information with CTL/eLearning, and inform the department of any changes to file ownership.

8.5.3. Permission must be granted by the owner to allow access by other parties.

8.5.4. Owners understand that all recordings accessed or hosted on the AC network are neither private nor confidential.

8.6. Hosting Limitations

8.6.1. Server space is limited to the available system storage.

8.6.2. Individual faculty and staff will be allotted 3 gigabytes of file space.

8.6.2.1. Instructors requiring additional space will be considered on a case-by-case basis.

8.6.3. Departments may also maintain files on the server.

8.6.3.1. The allotted space for the department will be determined by a formula based on the number of participating faculty.

8.7. Retention and Storage

8.7.1. User files will be deleted one year from the initial upload date.

8.7.1.1. CTL/eLearning will notify users, in email, 30 days prior to file deletion.

8.7.1.2. Users who wish to maintain files longer on the server must contact CTL/eLearning.

8.7.2. Amarillo College will not be responsible for loss or corruption of any files on its servers.

8.7.3. When an employee is no longer employed by Amarillo College, their access to the server will be removed.

8.7.3.1. Their content will be permanently deleted 2 months after the employee leaves the college.
9.0 MULTIMEDIA PROCEDURES

9.1. Media Services Request

9.1.1. Users must fill out and submit the Media Services form to CTL/eLearning to initiate the posting process. If you have questions, contact_________________.

9.1.2. Academic streaming needs take precedence over other requests.

9.1.3. You must clearly indicate how the media is to be used and accessed. The following points should be addressed before work can be initiated:

9.1.3.1. Scheduling:

9.1.3.1.1. Production services, such as editing, encoding, converting and posting of videos, need to be scheduled in advance by consulting with eLearning.

9.1.3.1.2. Production factors and available resources will affect the delivery schedule.

9.1.3.1.3. eLearning recommends consultation early in the video production cycle to avoid delay.

9.1.3.2. Access:

9.1.3.2.1. Optimized viewing of the streaming content will require access to a high-speed Internet Service Provider (Cable modem or DSL).

9.1.3.2.2. Students and faculty without broadband access may encounter issues attempting to view these files.

9.1.3.3. Player Size:

9.1.3.3.1. The default player window is 320 X 240 pixels (approximately 4.25 inches X 3.5 inches).

9.1.3.3.2. Consult with eLearning if you need a larger display area.

9.1.3.4. Streamed Video:

9.1.3.4.1. Files will be set up to be streamed as Flash files as the default option.

9.1.3.4.2. Please contact eLearning if other formats are desired.

9.1.3.4.3. Delays in the encoding and posting process may occur when content is provided in unsupported formats.
9.1.3.5. Length of Posting:

9.1.3.5.1. Indicate the length of time the video is to remain active.
9.1.3.5.2. All video will be removed 1 year from the date of posting.
9.1.3.5.3. Users must request that files remain on the server after the delete date.

9.1.3.6. Total Number of Video Files:

9.1.3.6.1. The total number of video files and a schedule for display needs to be indicated.
9.1.3.6.2. eLearning may limit content based on server capacity and network bandwidth.

9.1.3.7. Media Format:

9.1.3.7.1. Media should be delivered to eLearning either in VHS tape, DVD, or mini-DV tape formats. Formats other than these may be possible, but should be cleared first by eLearning.
9.1.3.7.2. Numerous variables impact the posting and access of media materials; and special requests are considered on a case-by-case basis.
9.1.3.7.3. Delivery of content in Flash format may speed up the posting/availability of content.

9.2. Media Production Services

9.2.1. We strongly recommend that you contact eLearning to help you develop your audio/video delivery strategy.

9.2.2. eLearning will use the following procedure when assisting faculty and staff with media-related projects:

9.2.2.1. Faculty and staff must complete the Media Services form and consult with eLearning on the scope and details of the project before any work can begin.
9.2.2.2. No commitment to scheduling or delivery will be made without prior contact with eLearning.
9.2.2.3. Any projects worked on in the CTL lab will be stored on the machines in the lab space, and a backup will be kept on external storage devices during the course of the project.

9.2.2.3.1. Faculty and staff are also strongly encouraged to create backups of the project on DVDs, flash drives, or hard drives.
9.2.2.4. Following completion, the project will be:

9.2.2.4.1. Loaded to the appropriate server (i.e. streaming or podcasting).
9.2.2.4.2. All files related to the project, including the “master” copy and the final product, will be returned to the faculty/staff member on storage media such as DVD or CD.

9.2.2.4.3. Two weeks after the completion of the project, files will be removed from the CTL lab computers and external storage devices.