



DEVELOPING WEB-BASED COURSES FOR SEMESTERS: PRINCIPLES & PROCESSES

CINCINNATI STATE ONLINE LEARNING CORE PRINCIPLES

Cincinnati State is dedicated to providing excellent online learning experiences, whether students are pursuing a complete online degree or certificate, or enrolling in one or more online courses as a supplement or alternative to traditional classroom learning. Collaboration among faculty, administrators, and staff provides the foundation for our successful distance education programs and courses.

To that end, College faculty, administrators, and staff endeavor to apply two core principles:

- We will offer web-based courses (courses delivered 100% online) that meet the needs of our students through academic rigor and high quality use of distance education tools and techniques, as well as by providing appropriate technical support.
- Faculty who teach web-based courses will be provided with ongoing training, resources, and support to assist in the design, development, evaluation, and maintenance of quality for web-based courses.

To assist in applying these principles, the development and implementation of web-based courses for semesters will be guided by the process described below. This process is based on guidelines established by Quality Matters (www.qmprogram.org), a faculty-developed, research-based quality assurance process for online courses that emphasizes:

- improved student learning outcomes and retention
- ongoing faculty professional development
- institutional adoption of a systematic and comprehensive continuous review process for online learning, in alignment with accreditation standards

Cincinnati State has been a Quality Matters Subscribing Institution since 2008.

STEP 1: Identifying Course Developers for Semester Web-Based Courses

Division deans or associate deans, working in consultation with program chairs, will identify potential faculty members/faculty teams to develop web-based courses for semester delivery.

If courses in an associate degree or certificate program (which has been approved for 100% delivery online) have been identified by faculty as not ready to be developed for web-based delivery, the Division dean and/or associate dean, the faculty program chair, the faculty “course keeper” and the Director of Distance Education will work collaboratively to determine a solution. The approved programs and certificates are:

Associate Degrees

- Accounting Technology
- Associate of Arts
- Business Management
- Computer Programming and Database Management
- Health Information Management
- Public Safety Technology

Certificate Programs

- Accounting Certificate
- Advanced Surveying Certificate
- Coding Specialist Certificate
- Health Information Technology Certificate
- Paralegal Certificate

Faculty Rights and Responsibilities

For full-time faculty members who develop web-based courses, provisions of Article 10 (Electronically Purveyed Methods of Instruction) of the Collective Bargaining Agreement apply.

- The faculty member/faculty team will complete a written agreement that specifies the scope of the materials to be developed, a schedule for completion of the materials, and the terms and conditions of ownership of any intellectual property rights for the materials developed. Per the Contract, the faculty member owns all content developed in a web-based course, unless the written agreement includes specific modifications to ownership rights.
- The faculty member/faculty team will receive special project workload units amounting to no less than the course unit-value-plus one. [Note: specific elements of compensation are currently being discussed by the Faculty/Administration Communication Team.]
- The written agreement must be signed by the Divisional dean or designee and Director of Distance Education or it is not valid.
- The Division deans will provide to the Director of Distance Education a list of all courses that will be developed for semester delivery, including the name of the faculty developer(s) for each course.

STEP 2: Preparing to Develop Semester Web-Based Courses

To ensure consistency and quality in the development of web-based courses for semesters, all faculty course developers must participate in a 2½ hour workshop, *Preparing your online course for semesters: A Quality Matters approach*.

Workshop topics include:

- The Quality Matters standards and rubric
- Bloom's Taxonomy of Learning Objectives

- The elements of the new Blackboard “shell” for web-based courses recommended by the Cincinnati State Academic Technology Committee. The shell is designed based on Quality Matters standards, and faculty use of this shell will provide consistency for students enrolled in web-based courses. Faculty may modify the shell to meet their individual pedagogic needs and preferences.
- Course design planning activities
- Explanation of College processes and resources for assisting faculty in web-based course development

A list of additional workshops and training opportunities can be found on the Distance Education website: <http://www.cincinnati.state.edu/online/faculty-resources/distance-learning-events>

STEP 3: Developing and Reviewing Semester Web-Based Courses

Faculty members/faculty teams who are developing web-based courses for semesters are expected to meet with support personnel identified by the College Office of Distance Education who have completed the *Applying the Quality Matters Rubric* workshop. These support personnel will review courses throughout the development process, using the 2011–2013 QM Rubric. These support personnel include the College’s Instructional Designer, staff members from the College Office of Distance Education, and other College faculty members.

Support/Review During Course Development

- The meeting/review process should begin early in the course development process (for instance, after the faculty member has completed 1 to 3 units, weeks, or modules for their course) and should include at least two meetings prior to completion of course development. Faculty members may meet with support personnel more frequently if desired.
- Support personnel will review course materials using the Quality Matters Rubric and will provide feedback to the course developer/team. Support personnel may also assist in development of course activities and/or placement of course content within the Blackboard shell, and may provide other assistance to help ensure that course development meets agreed-upon deadlines for completion.
- Other support provided by the Office of Distance Education, in conjunction with Instructional Support Technologies, may include, but is not limited to:
 - Instructional design
 - Pedagogy of online courses
 - Development of interactive activities
 - Development of videos
 - Recording of lectures
 - Training in the use of Blackboard
 - Training in the use of Collaborate 11

If a faculty member opts to develop a web-based course for semesters without assistance from support personnel, the course is still subject to the internal peer review process described below.

Internal Peer Review After Course Development is Completed

- When the faculty course developer/team indicates that the web-based course is complete, an internal review team of two faculty members will review the course. The team will be appointed by the Director of Distance Education in consultation with the divisions.
 - One member of the review team must be a subject matter expert for the course content. (If a Cincinnati State subject matter expert is not available, this reviewer could be a faculty member from another institution or a member of an appropriate professional organization.)
 - The other reviewer must be a Cincinnati State faculty member who has completed the workshop *Applying the Quality Matters Rubric*.
- The outcome of the review will be a report that states either:
 - The course meets expectations.
 - The course does not yet meet expectations, for reasons clearly identified in the report. In this case, the faculty member/team will continue to develop the course, in consultation with support personnel, until it meets expectations.
 - The course will be reviewed continuously until it meets expectations.
 - The report will be provided to the course developer(s), the Division dean, and the Director of Distance Education.
- Division deans will inform the Academic Vice President and the Director of Distance Education of all courses that have met expectations.

STEP 4: Scheduling Semester Web-Based Courses

Each Division will schedule web-based courses for semesters using established scheduling procedures.

All web-based courses for semesters are subject to internal peer review, as described above.

STEP 5: External Quality Matters Review

Since Cincinnati State aspires to achieve national recognition as a Quality Matters institution, the College will seek external review of its web-based courses through the State of Ohio's Quality Matters consortium. This effort will be led by the Director of Distance Education in collaboration with the Division deans, associate deans, and/or program chairs.