



Lamar Institute of Technology

Office of Distance Learning



DISTANCE LEARNING INSTRUCTOR HANDBOOK

Approved by President's Council: 2/20/2012

Revised: 10/29/2012

Revised: 03/03/2014

Revised: 03/11/2016

The increasing number of online programs and courses requires policies, procedures and guidelines to maintain consistency among online pedagogy and processes. The target audience for this guide is online instructors and provides protocol for teaching online.

REVISION HISTORY

Version	Approval Date	Description
1.0	2/20/2012	Official Distance Learning Handbook Approved
1.1	10/29/2012	Added LMS Course Retention, LMS Roster Loading & LMS Class Roster to the Technology Guidelines Section
1.2	03/05/14 Approvals Complete: DE: 2-12 IC: 2-12 PC: 03-14	<p>The following updates account for changes in reference document names, links, and nomenclature. The updates also include documentation of currently practiced expanded/improved processes.</p> <ul style="list-style-type: none"> • Changed “fully online programs” to “online programs”. • Modified document to consistently refer to the Online Developer Certificate Program the same way. • Added the storage of the Online Developer and/or Online Instructor certificate of completion in the instructor’s personnel file. • Updated Overall Request, Review and Approval Process diagram to include periodic review. • Added detailed request, review and approval process diagrams from the substantive change submission for further clarification. • Changed Overall Request, Review and Approval Process Diagram and Course Approval form to consistently state the online course design approval must be completed prior to the start of the semester. • Removed the Course Revision Form and Inventory Update Form requirement for submitting a request to Curriculum Committee. Request is now channeled through the Office of Distance Education and then captured on the agenda and minutes. • Removed incorrect web link for the ACGM manual and WECM • Changed the title of the Human Resources Manual to the LIT Policies and Procedures Manual • Corrected the title of the catalog to Lamar Institute of Technology Catalog & Student Handbook. • Clarified in the Student Requirements section that students must meet both campus and program requirements. • Reemphasized statements from the catalog and/or Banner specifying that online students are notified of the potential for additional fees. • Removed the incorrect link to the Distance Education Online Orientation website. • Changed Part of Term References to no longer utilize the old section number nomenclature.

Version	Approval Date	Description
		<ul style="list-style-type: none"> • Removed specific names from the Distance Education Committee Members list and referenced the periodically updated campus committee membership list. • Inserted an updated Online Course Quality Checklist. • Inserted an updated syllabus for an online section. • Made clarification changes to the glossary terms. • Changed the training program to specify Tier 1 as recommended for all instructors. • Added Developer to the Course Approval Form to account for when an instructional designer is partnered with an instructor not certified as a developer. • Regrouped alike items together in the appendix. • Added sample minutes from a periodic review
1.3	Approvals Complete: DE: 07-14 IC: 09-14 PC: 01-15	<p>The following updates provide clarification for the Last Day of Attendance (LDA) for an online student.</p> <ul style="list-style-type: none"> • Added the reporting requirement and definition of LDA for online students to the student section and the glossary. • Split the Student section out into its own section.
1.4	Collecting Feedback: DE: 3-16 IC: 4-16 PC: 4-16	<ul style="list-style-type: none"> • Removed: <ul style="list-style-type: none"> ○ Faculty Request for Testing Services ○ Faculty Request for Testing Center Services (Part A) ○ Faculty Request for Testing Center Services (Part B) ○ References to Testing Center Services • Edited: <ul style="list-style-type: none"> ○ Distance Learning Structure graphic to include reorganization under Dean of Instruction and adds Instructional Designer Position. ○ Information related to Syllabus Addendum ○ LMS Usage updated to include grade book as required. ○ LMS Roster loading updated to include all types of courses, and two instead of three days as roster loading and course activation timeframe. ○ LMS Class Roster Census Day changed to 20th class day. ○ DE Charter positions updated. ○ Updated Online Instructor Evaluation to include new Addendum. ○ Sample Syllabus updated ○ Checklist Updates:

Version	Approval Date	Description
		<ul style="list-style-type: none"> ▪ D1 – Added addendum and updated template location. ▪ D8 – Includes IE department providing evaluation. ▪ O3 – Added course introduction and transcribing. ▪ C2 – Updated language • Added: <ul style="list-style-type: none"> ○ ADA Statement ○ Syllabus Addendum Template ○ Ownership of Materials Statement

NOTE: All revisions are approved by the Distance Education Committee, Instructional Council and the President's Council

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HANDBOOK

Introduction

The increasing number of online programs and courses requires policies, procedures and guidelines to maintain quality of online pedagogy and processes. The target audience for this guide is online instructors and provides protocol for teaching online.

Policies

Distance Learning pedagogy and processes may vary from face-to-face practices. LIT employees who choose to teach an online section must comply with the Distance Learning Instructor Handbook. Employees who do not comply with this handbook will not be allowed to teach an online section.

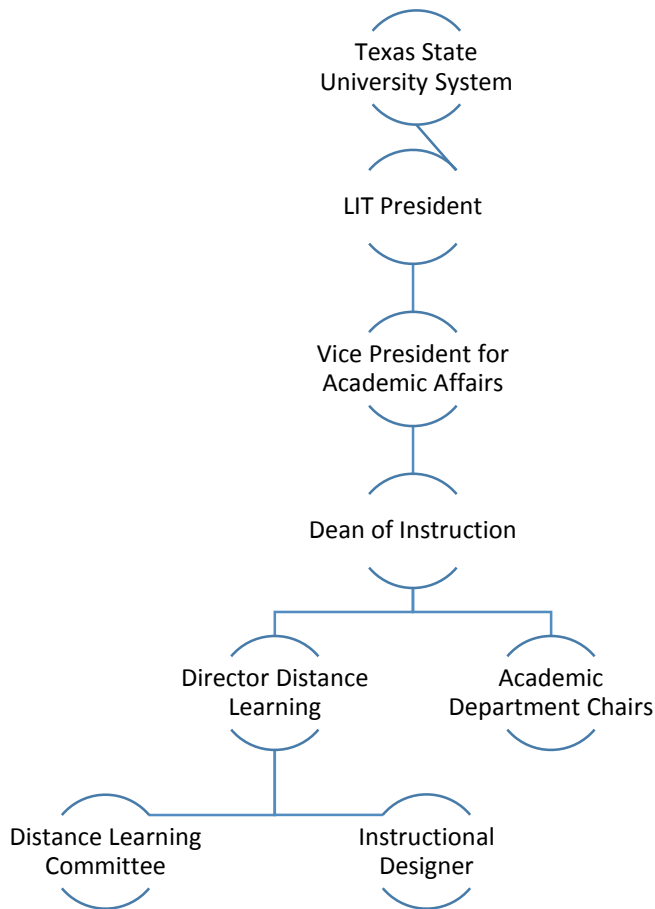
Accreditation

Lamar Institute of Technology (LIT) received approval in 2010 and 2011 from the Southern Association of Colleges (sacs) to offer several programs online.

This increase in online courses/programs mandates the need for a set of LIT guidelines documenting standards and protocol for students and instructors engaged in online learning. The Distance Learning Instructor Handbook documents guidelines to meet sacs commitments, provides information for new online instructors, and supplies a guide for reporting policy and procedure expectations.

Distance Learning Structure

The following organization chart identifies those individuals and offices responsible for the oversight of the Lamar Institute of Technology Distance Learning mission statement.



See the Distance Learning Committee Charter, page 17.

INSTRUCTOR REQUIREMENTS

Faculty who teach online courses must have the academic credentials and experiences relevant to the courses taught in their respective programs. The minimum academic credentials and experiences are dependent on the course(s) being taught. Online instructors must meet the same minimum requirements as face-to-face instructors.

Faculty who teach online courses at LIT, however, must complete additional credentials before teaching online courses. Each online instructor must complete the LIT Distance Learning Online Instructor Certification Program and continue to

complete a minimum of four (4) relevant distance education professional development hours annually. Instructors designing and developing an online course must also complete the LIT Distance Learning Online Developer Certification Program. See LIT Faculty Training Program, page 18.

Topics in the program include Orientation to LIT Distance Education, Introduction to Blackboard™, Introduction to Learning Theory and Instructional Design Principles, Introduction to Panopto™, Online Resources, Advanced Blackboard™, Respondus™ and Lockdown Browser™, Good Test Writing Principles, and Video Recording and Editing. The Online Developer Certification Program includes the final step of coordinating a review and approval by two certified online developers with approval by the Office of Distance Learning and the VP of Academic Affairs per the LIT Online Course Quality Checklist. See Course Design & Review, page 24.

Each instructor is required to sign an Online Instructor Agreement form that addresses ownership of materials and expectations for online instructors. See Online Instructor Agreement Form, page 19.

Faculty and adjunct instructor evaluations contain subsections dedicated to online teaching. See Online Instructor Evaluation, page 20.

COURSE REQUIREMENTS

Introduction

Prior to admitting an online offering into the LIT Class Schedule and the LIT Catalog & Student Handbook, the request must be approved by the Curriculum Review Team and the President's Council. Request approvals are stored within the Office of Academic Affairs. See Detailed Request Process, page 23.

It is recommended that the course be taught first as a hybrid and then as a fully online section. Prior to being taught as a fully online section, the design of the course must be reviewed by two instructors, approved by the Office of Distance Learning, and approved by the VP of Academic Affairs. The Course Approval Form is stored in the course's associated Program Binder and supporting

documentation is stored in the Office of Distance Learning. See Detailed Course Design Review & Approval Process, page 24.

Students are given the opportunity to evaluate every course at LIT, including online courses. Two surveys exist: Student Rating of Teaching Effectiveness and Online Course Additional Survey Questions. Online courses utilize both evaluations. Survey information is analyzed and summarized by the Coordinator of Institutional Effectiveness and Grants separately and within the overall institution evaluation results. The Online Course Additional Survey Questions are utilized for the instructor evaluation and the course design/instruction periodic review. See Online Course Additional Survey Questions, page 37.

The objectives in the syllabus must include the associated Workforce Education Course Manual (WECM) or Academic Course Guide Manual (ACGM) objectives. Any deviation from this must be approved by the Curriculum Review Team with the exception of the addition of objectives approved by the Program Director/Coordinator and/or Department Chair. See sample Online Syllabus, page 25.

Instructors will also include a semester syllabus addendum, updated for each semester of use, which includes, but is not limited to:

- Instructor Contact Information
- Instructor Office Hours
- Course Lecture Schedule
- Course Assignment Schedule

See sample Syllabus Addendum, page 30.

Course Design & Review

LIT Online courses must meet the requirements specified on the Online Course Quality Checklist, pg. 32.

The LIT Online Course Quality Checklist consists of the following sections:

- *Overall Course Design*
The overall course design is segmented for cognitive learning and contains essential elements for an effective online course.

- *Course Orientation*
The course orientation helps the students familiarize themselves with the learning environment and sets the stage for social, cognitive and teacher presence.
- *Course Content*
The course content aligns with the course objectives, meets various learning styles, engages the students and uses technology accessible by all online students.
- *Instructional Design Alignment*
Based on Mager's theory and Bloom's Taxonomy, objectives must align with course content and the appropriate level of assessment. See the Alignment Grid and Blooms Taxonomy Diagram, page 36.

Two peer reviews are completed with an additional approval by the Office of Distance Learning and the VP of Academic Affairs.

Assessments

Lamar Institute of Technology takes academic integrity seriously. Cheating is not tolerated! For further information, reference the Lamar Institute of Technology Policies and Procedures Manual (Policy 2.2.1) and the Lamar Institute of Technology Catalog & Student Handbook (Academic Dishonesty).

Course design considerations are necessary to maintain academic integrity. Recommendations include: varying the assessment method, maximizing the usage of technology settings, and proctoring exams. See the Testing Online Proctoring Form, page 43.

ADA Statement

It is the policy of Lamar Institute of Technology that all official information is accessible to users. The Institute maintains compliance with the Rehabilitation Act of 1973, and the American Disabilities Act of 1990; 2008 revised. Students with diagnosed disabilities must make an appointment with the Special Populations Coordinator (409) 880-1737 or (409) 839-2001. The Special Populations Office is located in the student services office in the Cecil Beeson building.

All distance education is subject to the general requirements of this chapter as well. Distance education means instruction in which the instructor and student

are separated by distance and interact through the assistance of communication technology. Online classes must fulfill the requirements of the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. These requirements include media, formatting, alternate descriptions, colors, tables, html coding, and image maps.

Ownership of Materials

Lamar Institute of Technology policy is based on “co-ownership” of course materials. Upon leaving LIT, the instructor must leave all course materials and allow LIT to continue to use the materials. The Instructor is allowed to take the materials with them and utilize the materials without the LIT logo.

STUDENT REQUIREMENTS

Program/Course Requirements

Online students must meet the same campus/program requirements and will receive the same degree as on campus students. Prior to registering for an online course, students should take the “Is Distance Learning Right for Me” orientation / assessment located on the LIT Website under Distance Education, Orientation for Online Courses.

Online Course Fees

When registering for courses, students are notified that if they register for an online course they may accrue additional fees. Students taking online courses are charged an additional technology fee. Students taking only online courses may request reimbursement for the Student Center Fee, Health Center Fee, and the Recreational Sports Center Fee through the Cashier’s Office. Possible additional fees and requirements unique to an online course are specified in the syllabus for the online section.

Last Date of Attendance (LDA) Reporting

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was

otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Academically related activities include but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- a study group that is assigned by the school;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

For online courses, the last date of attendance is typically the last date a graded activity was submitted. Activities in this case can be anything graded, such as discussions, blogs, journals, tests, or assignments.

OTHER

Online Academic Advising

LIT recognizes that online students have unique challenges. LIT has online academic advisors dedicated to assisting online students. The online academic advisor serves as a single point of contact for answering questions and providing student support. Students who would like to talk with an online academic advisor should email: online.advisor@lit.edu

Early Alert Process

Instructors should contact, through an alternative method, students who have not logged into the course by one day after the last day of registration

Tools are available to alert instructors of at-risk-students. Blackboard's alert module displays student names who are missing due dates, and custom alerts may be created by the instructor. A possible custom alert may include: > 5 days since last logged into the class.

TECHNOLOGY GUIDELINES

LMS Usage

Lamar Institute of Technology utilizes one Learning Management System (LMS) as the entry point for fully online, hybrid and web-enhanced courses. The Distance Learning Committee selects and recommends the campus wide LMS.

If an additional site/tool outside of the campus LMS is used, the following items must be available in the campus LMS:

- Syllabus & Addendum
- Course content and/or link to external content
- Grade Book

Additional preferred items to keep within Blackboard™:

- Messages
- Discussion Threads

If the predominate structure of the course is being offered through another Learning Management System (LMS), the course must still follow the Online Course Overall Request, Review and Approval Process. See the Overall Process, page 22.

Lamar Institute of Technology uses the Campus Learning Management System (LMS), Blackboard for face to face, web enhanced, hybrid and fully online courses. This protocol applies to all courses.

LMS Course Retention

Lamar Institute of Technology will retain Blackboard detailed course materials in the active LMS instance for one full year plus one long semester. For example: courses offered in the Fall of 2011 will be deleted from Blackboard at the end of the Spring of 2013 term. If it is necessary to restore a course, this can be done by contacting the LIT Blackboard Support point of contact who will then request the restore from the Blackboard vendor.

Upon the completion of each semester, the courses for that completed semester will be made unavailable to the student. The instructor will still have access and may opt to make the course(s) available again to students.

LMS Roster Loading

Lamar Institute of Technology - Technology Services will load students from the Student Information System (Banner) to the Campus LMS. The load schedule will be requested through the helpdesk from the Office of Distance Learning when schedule building is complete. Load dates will be provided within the help desk request.

Classes, not students, will be loaded promptly after the completion of schedule building. Instructors must set up their courses by starting fresh or by copying from a master course or previous semester course. Classes added to Banner after the completion of schedule building, will be built within Blackboard after receiving a helpdesk request from the department chair, or departmental administrative assistant.

Students will be loaded, at a minimum, once a day starting two days prior to the start of the semester until the official last day of registration. Fully online instructors must make their courses available for students two days prior to the start of the semester.

LMS Class Roster

Instructors must reconcile their Blackboard User list with the Banner Roster published on the census date. The Academic Calendar contains the specific census date and is defined as shown below. Banner contains the *official* roster.

FULL TERM	WEEKS	CENSUS DAY
Fall, Spring	16	20 th class day
Summer I	6	4 th class day
Summer II	6	4 th class day
Summer III	12	4 th class day

PART OF TERM	WEEKS	CENSUS DAY
Fall Late START	12	9 th class day
Fall First 8-week	8	6 th class day
Fall Second 8-week	8	6 th class day

The following is the required action:

- Students on the official roster and not in the Blackboard Course: The instructor will request the Office of Distance Learning to add the students to the Blackboard course.
- Students in the Blackboard Course and not on the official roster: The instructor will attempt to contact the student and will DENY the student access to Blackboard (NOT delete the student from Blackboard).

APPENDIX

Glossary

- *Traditional Class:* A class that physically meets face-to-face at the following campuses: LIT, Silsbee, AGC (Associated General Contractors) and/or the Fire Grounds.
- *Web Enhanced:* Web Enhanced courses are offered 100% on campus (Traditional Format) and utilize online materials to complement the on ground instruction.
- *Hybrid Courses:* Hybrid courses are designed so students attend classes in a traditional face to face format and an online format. *Greater than 50% of the course is offered on campus (Traditional Format).* An online component substituting for a portion of the traditional on campus classroom time is offered utilizing a Learning Management System (i.e., Blackboard).
- *Online Class:* A class that meets *greater than 50% online* through a LIT approved online management system (i.e., Blackboard). An online course may require proctoring within a certified testing center.
- *Online Exams:* Exams administered in an online format (i.e. Blackboard) for students from LIT and other colleges/universities. Online courses may contain a requirement for a paper/pencil exam to be completed in a certified proctoring center.
- *Last Date of Attendance (LDA) reporting for online courses:* In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Academically related activities include but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

DISTANCE LEARNING COMMITTEE CHARTER

Office of Distance Learning

The Office of Distance Learning mission is to provide leadership and support for staff and instructors in the development of fully online courses and programs.

This includes:

- Online Course Quality Assurance
- Online Instructor Selection, Qualifications and Training
- Selection and Roll-out of Distance Learning Tools
- Instructional Design Services
- General Support

Director: Jason Woodall, M.Ed. 409-981-6817 jlwoodall@lit.edu

Instructional Designer: Roszella Offord, M.Ed. 409-880-7432 rmofford@lit.edu

Distance Learning Committee

Goal: The goal of the distance learning committee is to set direction for LIT Distance Learning, problem solve issues, evaluate and select technology for distance learning and set the standard for others in the organization.

Meeting Frequency: Once a month and as needed for special projects

Role:

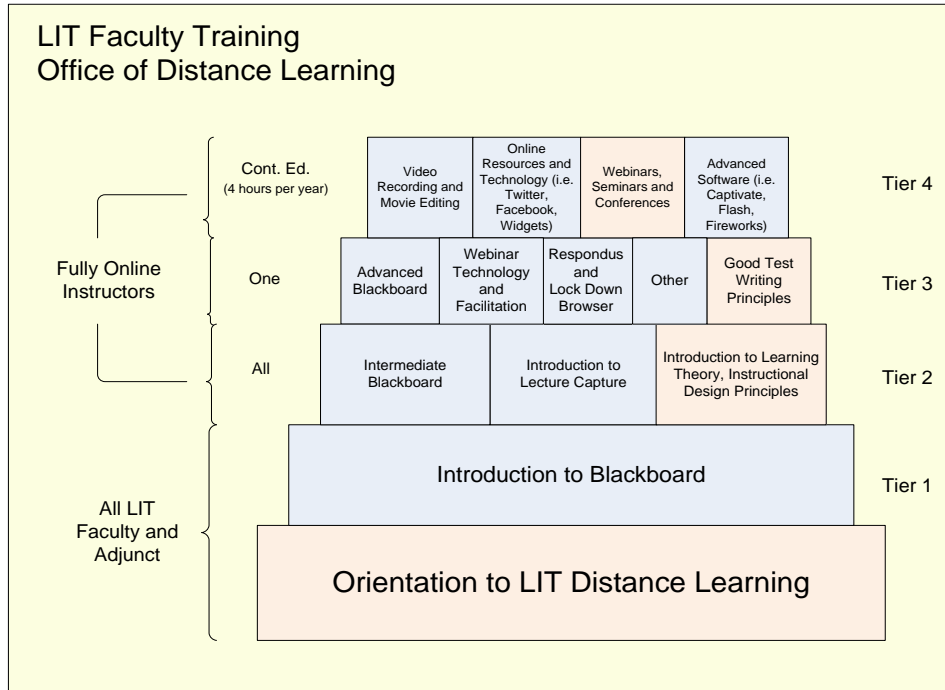
- Attend Distance Learning Committee meetings and represent area
- First line of support within departmental area for distance learning topics. This includes answering questions on key online learning principles and the core instructional software
- Instructor for one or more subjects and/or mentor for a new online instructor
- Be an example for others and support/promote distance learning direction and decisions

Representation: (appointed by President)

Departmental Area	Representative(s)
Allied Health and Sciences	Reference the campus committee membership document for specific names. Membership is reviewed and updated on an annual basis.
Business Technology	
General Education	
Public Service and Safety	
Technology	
Institutional Effectiveness	
Technical Services	
Workforce Training & Continuing Education	
Student Services	

ONLINE INSTRUCTOR REQUIREMENTS

LIT Faculty Training Program




All Instructors:	Recommended to complete Tier 1
Fully Online Instructors	Required to complete Tier 1, Tier 2 and at least one course from Tier 3
Course Developers	Certified Fully Online Instructor + Developer of an online course with the completion of a design review & approval. (Other arrangements may be made for the second criteria).

- After completing Tier 1, Tier 2 & one building block of Tier 3, online instructors must continue to develop their skills by completing four hours of relevant training per year.
- Upon completing the Online Instructor Certificate or the Online Developer Certificate Program an official certificate of completion is placed in the employee’s personnel file.
- The completion of the certificate programs and the additional four hours of professional development are documented in the instructor’s Faculty Annual Review document.
- Tier 1, Tier 2, & Tier 3 training is offered periodically on ground and online. Tier 4 professional development opportunities are communicated periodically through email and may be requested through distanced@lit.edu.

ONLINE INSTRUCTOR AGREEMENT FORM

The Online Instructor Agreement Form is located on the Forms drive in the Distance Learning – Forms folder. Below is an example of an agreement form. It may not be identical to the one on the forms drive.

Distance Learning - Instructor Agreement



Name: _____

Agree to meet the following requirement(s) within one month prior to the start of the semester:

- The master syllabus for the online course section is ready for movement to the LIT Website.

Agree to meet the following requirement(s) prior to the start of the semester

- New Fully online *courses* are reviewed by two peer reviewers and approved by the “Office of Distance Learning” and the VP of Academic Affairs. Each course is reviewed & approved the first time offered and periodically.
- Fully online instructors complete the Online Instructor Certificate Program.
- Online course developers complete the Online Developer Certificate Program.

Meet the following additional requirements:

- Fully online courses are active with content two working days prior to the first day of school
- Upon leaving the organization, agree to leave all materials developed for LIT courses with the institution.

To teach an online course you must agree to the terms above. Please sign below to signify that you received this communication and will meet the requirement to continue to be an online instructor.

Instructor Name: _____

Department Chair: _____

NOTE: If the above requirements are not met, the course will be evaluated by the “Office of Distance Learning” and the VP of Academic Affairs for removal from the guaranteed schedule.

ONLINE INSTRUCTOR EVALUATION

All instructors who teach online should complete the following addendum during each evaluation cycle.

F2.08I / Faculty Annual Review

Distance Learning Addendum

I. Instructor Information

(Please complete the table below.)

Instructor Name:	
Employee ID (T#):	
Department:	
Distance Learning Certification Date(s):	
Evaluation Term:	

II. Courses

(Please include only those courses taught online during the current evaluation cycle.)

Fall Semester	Spring Semester	Summer Semester

III. Student Evaluation Data

(From the Online Course Additional Survey Questions results in your Blackboard Grade Center(s))

	Question Number	Fall Rating Average	Spring Rating Average
<i>Proper Availability</i>	10		
<i>Effectiveness of Course Design</i>	12		
	15		
	16		

	17		
--	----	--	--

IV. Professional Development

(Maintain Online Instructor and/or Developer certification by completing at least 4 hours of Professional Development related to online learning. Can include: webinars, conference sessions attended, conference presentations given, etc.)

Date	Title	Location	Duration

V. Service

(Playing a role in advancing Distance Learning within LIT. Can include: Distance Learning Committee Membership, Distance Learning Committee Working Groups, Course Reviews, Facilitating training sessions, etc.)

Date	Task	Role	Duration

	Greatly Exceeds Expectations	Exceeds Expectations	Satisfactory	Needs Some Improvement	Needs Much Improvement
Director of Distance Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Statement of Faculty Member:

I have completed this addendum to the Faculty Annual Review and I am delivering it to the Director of Distance Learning for review and evaluation. I understand that:

1. I shall receive a copy of the Faculty Annual Review, including this addendum, after my Program Director (if applicable), Department Chair, Dean of Instruction, and Vice President for Academic Affairs have completed their review.
2. I have the right to request a conference with my Program Director (if applicable), Department Chair, and Director of Distance Learning about their evaluation of this addendum within 14 business days after the completion of the Faculty Annual Review process.

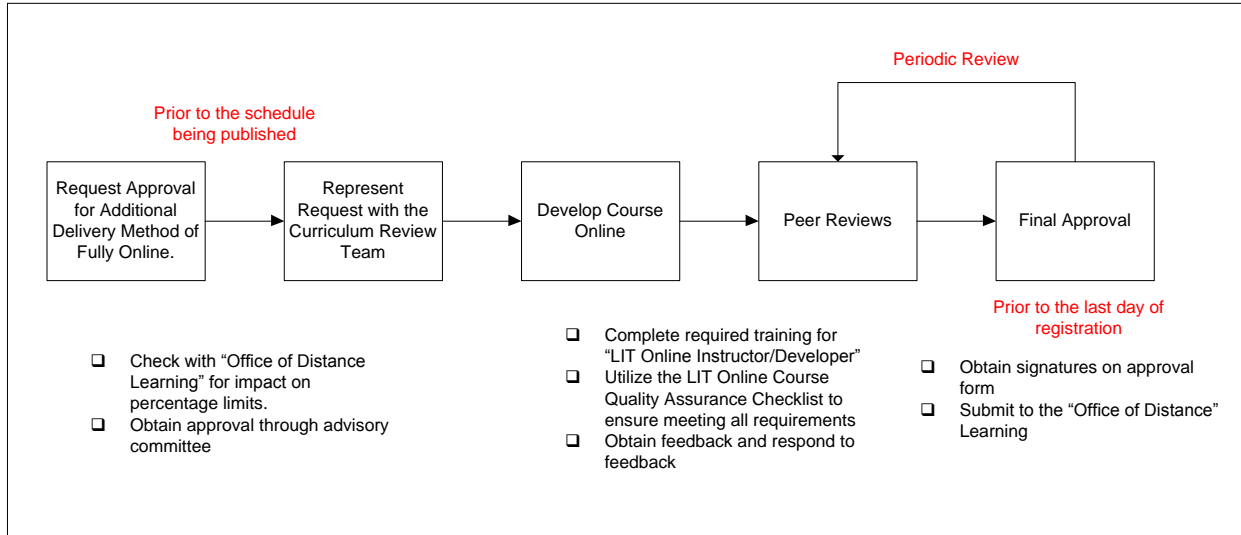
Click here to enter a date.

Faculty Member Signature

Date


REQUEST, REVIEW, AND APPROVAL PROCESS

Overall Process



Course Approval Form

The Course Revision Form is located on the Forms drive in the Distance Education\FORMS folder. Below is an example of a Course Revision Form. It may not be identical to the one on the forms drive.



Office of Distance Learning

Course Approval Form

Course Number:

Course Title:

Instructor:

Instructional Designer:

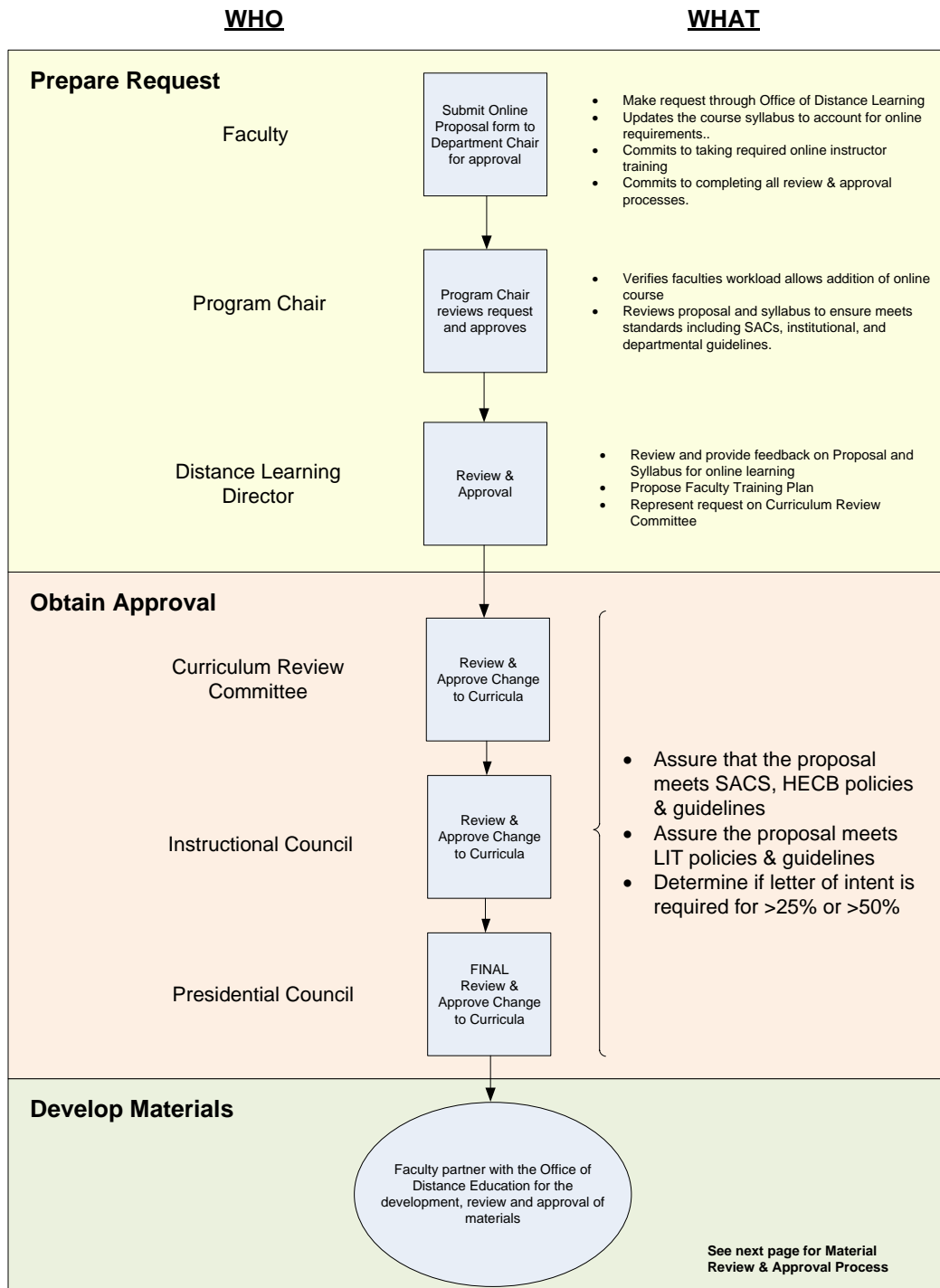
Semester:

Approval Signatures:
 The signatures below designate that the designed course meets the Lamar Institute of Technology Online Course Quality Requirements.

	Signature	Date
Faculty Reviewer	<input type="text"/>	<input type="text"/>
Faculty Reviewer	<input type="text"/>	<input type="text"/>
Distance Education Director	<input type="text"/>	<input type="text"/>
VP of Academic Affairs	<input type="text"/>	<input type="text"/>

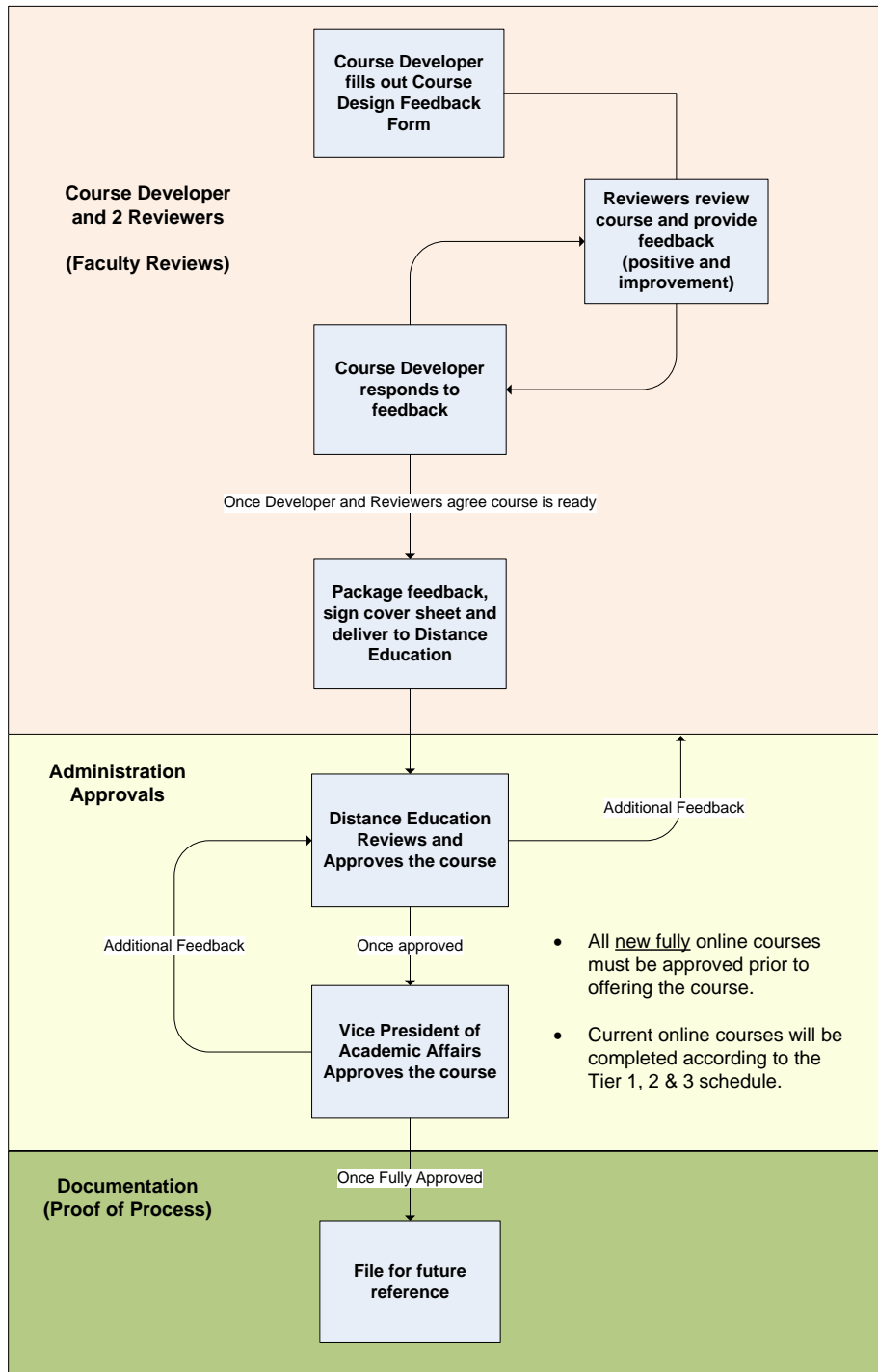
Detailed Request Process

There is an institutional approval process for requesting to offer a course in the online format.



Detailed Course Design Review & Approval Process

The following Quality Assurance Review Process starts once the Curriculum Review Committee, the Instructional Council, and the President’s Council approve the offering of the course in an online format.



Online Syllabus

The following is a sample. The official template is located in the Curriculum\Syllabi folder. An electronic copy may be requested from your department chair. Items highlighted in yellow are areas that must be changed for online sections.

Medical Terminology (HITT 1305) Online



Credit: 3 semester credit hours (2 hours lecture, 2 hours lab)

Prerequisite/Co-requisite: Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment:

<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

Course Description

This course is the study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures. *This course is time-bound, structured, and completed online with a proctored final.*

Required Textbook and Materials

1. Wingerd, Bruce, (2011). *Unlocking Medical Terminology* 2nd Edition. Pearson ISBN – 13: 9780132166300
2. Computer with internet access
3. Pearson Medical Terminology Interactive access code (Access code comes with new text book; scratch off on the inside front cover. If purchasing used text book, then must purchase access code separately.)

Course Objectives

Upon completion of the course, the student should be able to:

1. Identify, pronounce, and spell medical terms.
2. Use medical terms in context.
3. Build and analyze medical terms.
4. Use medical references as resource tools.

Course Outline

- A. Word parts: the building blocks of medical terminology
 - 1. The four word parts
 - 2. Defining medical terms
 - 3. Constructing medical terms
 - 4. Pronunciation of the medical terms
 - 5. Spelling
 - 6. Singular and plural endings
- B. The human body in health and disease
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: diagnosis
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- C. Cells, tissues, and cancer
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: cancer
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- D. The integumentary system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: burns
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- E. The skeletal and muscular systems
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: fractures
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
- 8. Abbreviations
- 9. Medical reports
- F. The nervous system and mental health
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: accumulation of fluids in the brain
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- G. The special senses: the eyes
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: glaucoma
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- H. The special senses: the ears
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: otitis media
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- I. The endocrine system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview
 - 3. Root words
 - 4. Symptoms and signs
 - 5. Clinical case study: diabetes mellitus
 - 6. Treatments, procedures, and devices
 - 7. Pharmacology
 - 8. Abbreviations
 - 9. Medical reports
- J. The cardiovascular system
 - 1. Word parts focus
 - 2. Anatomy and physiology overview

3. Root words
 4. Symptoms and signs
 5. Clinical case study: heart disease
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- K. Blood and the lymphatic system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: AIDS
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- L. The respiratory system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: tuberculosis
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- M. The digestive system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: GI ulcers
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- N. The urinary system
1. Word parts focus
 2. Anatomy and physiology overview
3. Root words
 4. Symptoms and signs
 5. Clinical case study: renal failure
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- O. The male reproductive system; STDs
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: prostate cancer
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- P. The female reproductive system
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: cancers of the uterus
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical reports
- Q. Obstetrics and human development
1. Word parts focus
 2. Anatomy and physiology overview
 3. Root words
 4. Symptoms and signs
 5. Clinical case study: fetal alcohol syndrome
 6. Treatments, procedures, and devices
 7. Pharmacology
 8. Abbreviations
 9. Medical report

Grade Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

Assignments	20%
Participation on Discussion Boards	20%
Unit Exams (3)	45%
Final Exam (Proctored)*	15%

*The student will be required to take the comprehensive final in a proctored environment.

Course Requirements:

1. Students can complete this course without physically visiting the institution offering the course.
2. The student will combine elements to create medical terms.
3. The student will utilize a medical dictionary.
4. The student will post discussions as instructed along with any other assignments instructed to complete.
5. The student will access the textbook publisher's website and complete the interactive assignments/games.
6. The student will complete online quizzes and unit exams by the due dates shown on the course calendar.
7. The student will be required to take the final exam in a proctored environment. If you live within 60 miles from campus, please plan to take the proctored exam within the LIT ACT Testing Center located in T1 Building. Learners from a distance may make alternative arrangements. Acceptable proctors include: Elementary or secondary school superintendent, principal, or guidance counselor; Certified Librarian at a public library; Officer at a Testing Center; Human Resources Manager; or Education Coordinator.

Course Policies:

1. Students must provide their own textbooks, writing instruments, and other necessary supplies for classes.
2. Students must log onto Blackboard and access this course a minimum of three times per week.
3. Students must respect one another and all faculty.
4. Internet Usage – Students are expected to use proper net etiquette while participating in course emails, assignment submissions, and online discussions.
5. Cheating of any kind will not be tolerated.
6. All exams will be taken on the scheduled dates. There will be **NO MAKE UP EXAMS.**

7. All assignments are due when stated. Late assignments are not accepted.
8. Additional course policies are outlined in “Classroom Policies” provided at the beginning of the semester.
9. Students are expected to follow the Lamar Institute of Technology Code of Conduct and Disciplinary Policy
10. Any violation of classroom policies may result in student being asked to leave class and result in an absence.
11. If you wish to drop a course, the student is responsible for initiating and dropping the course. If you stop logging-in to the course and do not complete the course drop process, then you will receive an “F” grade for the course.
12. The instructor will respond to e-mail and voice mail communication within 48 hours Monday through Friday. Assignment grades will be published within 2 weeks of the assignment due date.

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

[https://help.blackboard.com/en-us/Learn/9.1 2014 04/Student/015 Browser Support/015 Browser Support Policy](https://help.blackboard.com/en-us/Learn/9.1%2014%2004/Student/015%20Browser%20Support/015%20Browser%20Support%20Policy) A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the online resource:

<http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office.

Course Section Addendum

The following is a sample. The official template is located in the Curriculum\Syllabi folder. An electronic copy may be requested from your department chair.



WXYZ 1301 – Introduction to the Alphabet Section 3A1 - Fall 2015 Course Syllabus Class Addendum

Instructor Contact Information

(Faculty- you will put your own contact info here. This is an example)

Instructor	John R. Doe, M.S.
Email	jrdoe@email.com
Office Phone	409-880-0000
Office Location	Technology Center (TC) – Room 114
Office Hours	Fall 2015 MWF 8:00am-9:00am, 1:00pm-2:00pm TR 10:00am-11:00pm

Course Requirements

(Faculty- you will put your own requirements here. This is an example)

9. YouTube account - You can set your account to private so no one will see your videos but me.
10. Skype account. It is free and doesn't take up much room on your computer.

Assignment Schedule (subject to change with or without notice)

(Faculty- you may put your own assignment schedule here. This is an example)

Week	Assignment Name	Due Date and Time	Location
1	Practice Discussion Practice Test Introduction Assignment Discussion 1 – Introductions and Netiquette	Friday, January 23, 2015 11:59PM	Module 1 Folder

2	Chapter 1 Assignment Discussion 2 - Chapter 2	Friday, January 30, 2015 11:59PM	Assessments
3	Chapter 3 Assignment	Friday, February 6, 2015 11:59PM	Module 3 Folder
etc	etc	etc	etc

Class Schedule (subject to change with or without notice)

(Faculty- you may put your own course schedule here. This is an example)

Week	Assignment Name	Due Date and Time	Location
1	Practice Discussion Practice Test Introduction Assignment Discussion 1 – Introductions and Netiquette	Friday, January 23, 2015 11:59PM	Module 1 Folder
2	Chapter 1 Assignment Discussion 2 - Chapter 2	Friday, January 30, 2015 11:59PM	Assessments
3	Chapter 3 Assignment	Friday, February 6, 2015 11:59PM	Module 3 Folder
etc	etc	etc	etc

Additional Course Policies/Information

(Faculty- you will put your own policies/information here. This is an example)

11. YouTube account - You can set your account to private so no one will see your videos but me.
12. Skype account. It is free and doesn't take up much room on your computer.
13. Why do the course outline and the assignment's list look similar?
The assignment's list is a detailed version of the course outline, which includes a general description of the assignments in this class.
14. How quickly are assignments graded in this class?
Usually, I grade and return assignments within three class days. Sometimes it takes longer, and if it does I will email you.
15. How do I know what grade I made on an assignment?
Assignments' grades may be accessed through My Grades in Blackboard. Each assignment shows your grade and any comments I make on your assignment.

Online Course Quality Checklist

The Online Course Quality Checklist is located in the Distance Education\Forms folder. Below is an example of the checklist. It may not be identical to the one on the forms drive.

Course:					
Reviewer:		Instructor:			
Review Date:		Iteration #		Next Review Date:	
Resources:					

Quality Standards		Yes	No	Un	Comments
Overall Course Design (D)					
D1	Syllabus and Addendum Approval Complete based on the current templates available on the Instructional Council network drive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D2	The course home page makes it clear within which course the student has entered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D3	The organization of the course is easy to understand and is segmented into manageable units/lessons/weeks for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D4	Students can complete the course without physically visiting the institution offering the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D5	The Blackboard calendar and/or Other calendar (i.e. MyIT Lab, Bb 9.1 Notifications) has due dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D6	The course acknowledges the importance of ADA requirements. Link to contact information for gaining ADA accommodations is on the "MyBlackboard" screen under "Campus Bookmarks"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
D7	The course acknowledges the importance of "Academic Integrity". Examples include: timed test, varied assessment methods, lockdown browser, providing results only after test time period expiration, randomized questions, proctored exams, and limited exam availability time period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D8	Students are given the opportunity to evaluate the course by the LIT Institutional Effectiveness Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Orientation (O)					
O1	The course provides activities for the student to familiarize themselves with the learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O2	One of the activities – assignments is for the student to review the netiquette expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O3	The self-introduction and course-introduction(s) by the instructor are appropriate and include closed-captioning or a transcript. <ul style="list-style-type: none"> o Credentials o Personal Hobbies o Course features and navigation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O4	Students are requested to introduce themselves to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O5	The instructor has provided guidance on availability and response times. <ul style="list-style-type: none"> o Accessibility (when, how, where) o Response time to student (min. of 48 hours except weekends) o Grading Response Time (min. of 2 weeks) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O6	Student expectations for logging onto class are clear. (typically min. of 4 to 5 times a week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Content (C)					

Quality Standards		Yes	No	Un	Comments
C1	The course contains materials to meet multiple learning styles: <ul style="list-style-type: none"> o Visual Learner o Auditory Learner o Hands-on Learner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C2	All videos – audio clips not streamed from a site such as YouTube or a publisher’s website are segmented in a fashion to make them downloadable and offer closed-captioning or a transcript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C3	All technology utilized is standard and/or tested on multiple platforms with multiple browsers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C4	A “community” for learning is created. (i.e. Discussion Threads, chat rooms, face book) encouraging student-to-student interaction and instructor-to-student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C5	Student learning online is comparable to student learning offered at the campus where the program or course originates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C6	All resources and materials used in the online course are appropriate and cited if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Design Alignment (A)					
A1	The course goal and objectives meet the SACS requirements (WECM, ACGM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A2	The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A3	The overall goals / objectives are well written. <ul style="list-style-type: none"> o Include all components <ul style="list-style-type: none"> o Action verb o Condition o Criteria (Measurable) o Segmented at a good level 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
A4	The learning objectives of the course are articulated and specified on the module/unit level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A5	"Self-check" or practice types of assignments are provided for quick student feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A6	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The course developer should complete the following table prior to the review. A separate form containing the table below is available on the forms drive: [Distance Education/Forms](#)

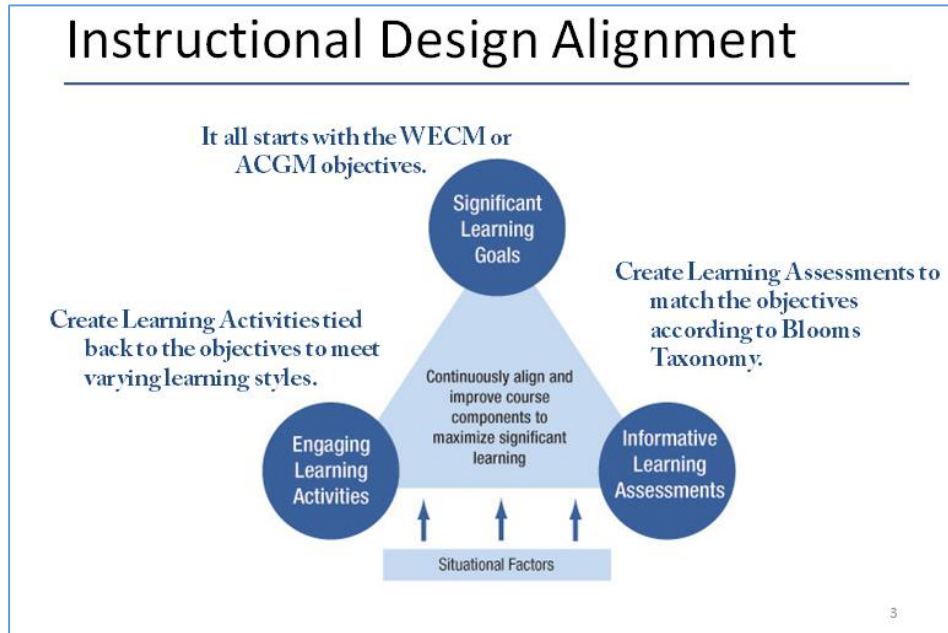
Objective	Blooms Taxonomy Level	Course Content	Course Assessment Method	Comments

Comments:

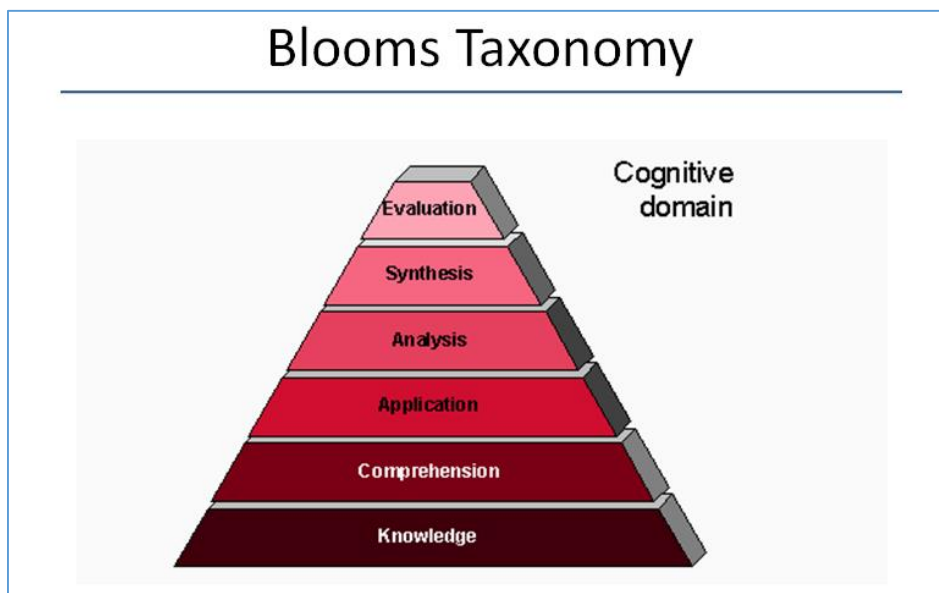
Upon completion of the review and implementation of all changes, please sign the approval form, attach to the top of all iterations feedback forms and route to the Director of Distance Education.

ALIGNMENT GRID AND BLOOMS TAXONOMY DIAGRAM

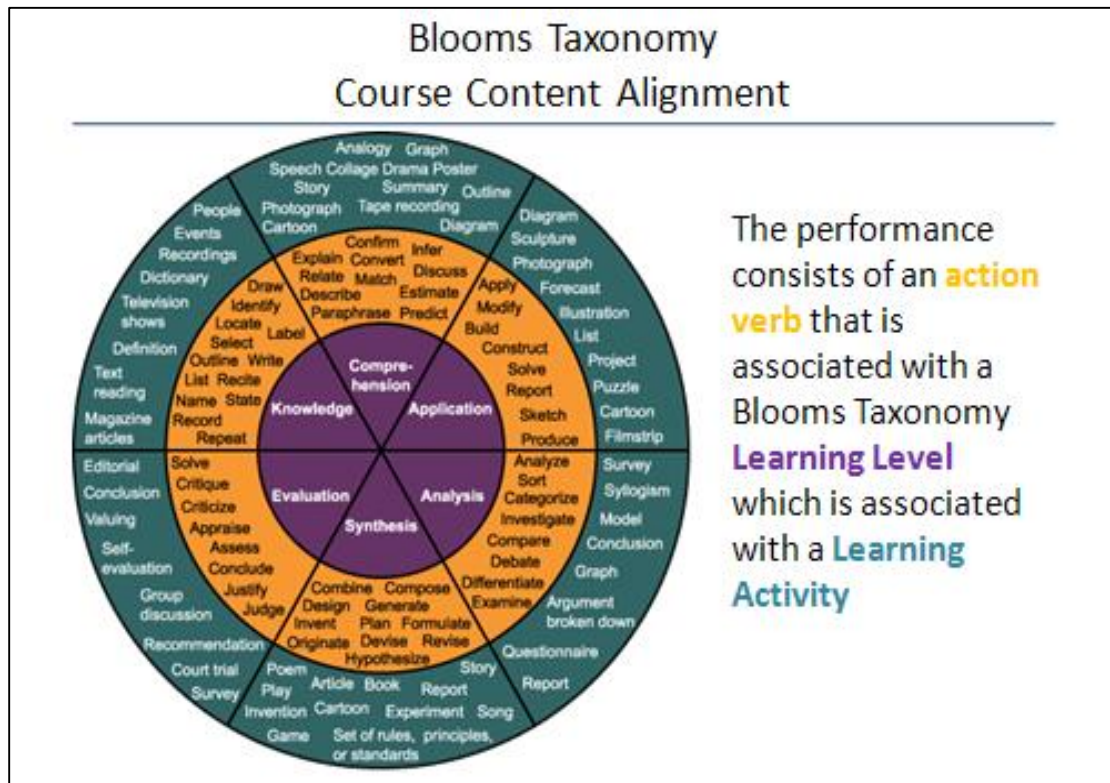
Instructional Design Alignment



Blooms Taxonomy Cognitive Domain



Blooms Taxonomy Course Content Alignment



COURSE EVALUATION

Online Course Additional Survey Questions

1. Have you taken an online course before?

- a. Yes
- b. No

Answer: _____

2. I prefer online courses.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree

- e. Strongly Disagree
- f. Not Applicable

Answer: _____

3. Online courses are more difficult than face-to-face courses.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

4. Why did you register for an online course?

Answer:

5. The online readiness tools helped determine my readiness for online learning.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

6. I found the following online readiness tools helpful. Check all that apply.

- a. "Is Distance Learning Right for Me" Self-Evaluation
- b. Learning Style Comparison Chart
- c. Listed Required Computer Skills
- d. Tips for Success

e. None of the above.

Answer: _____

7. I completed the self-assessment, "Is Distance Learning Right for Me".

- a. Received minimum recommended score for an online learner
- b. Did not receive the minimum recommended score for an online learner
- c. Did not take the self-assessment

Answer: _____

8. I had the required computer skills to take this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

9. I attended (Online or in Person) an orientation to familiarize myself with the online learning environment.

- a. Yes
- b. No

Answer: _____

10. The instructor was responsive and supportive.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree

- e. Strongly Disagree
- f. Not Applicable

Answer: _____

11. There was adequate technical support for this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

12. The course was easy to follow and navigate.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

13. If answered disagree on question #12, then explain.

Answer:

14. The instructor encouraged interaction with my classmates.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree

- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

15. The materials, activities and/or assignments in my online course helped me master course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

16. The exams in my online course provide an accurate assessment of my knowledge of course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

17. The course tools (i.e. grade book, dashboard, assessments) allowed me to monitor my progress towards meeting the established outcomes.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree

- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

18. I would consider enrolling in another online course at LIT.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

19. I would recommend LIT online courses to a friend

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- f. Not Applicable

Answer: _____

20. What was the most difficult or challenging this semester?

Answer:


21. Please use this space for additional feedback and comments (improvement ideas and/or what we should keep doing). Thank You for taking the time to make LIT a better place!

Answer:

TESTING

Online Proctoring Form

This form is located: Distance Education\Forms folder. Below is a sample form. The actual form may vary slightly.

 Proctor Agreement Form <small>Lamar Institute of Technology A Member of The Texas State University System</small>		
STUDENT INFORMATION		
Student Name:	<input type="text"/>	
Student ID: (i.e. T-number)	<input type="text"/>	
Course ID: (i.e. Math 1332)	<input type="text"/>	
<p>Thank you for agreeing to proctor an exam for a Lamar Institute of Technology student. Please read the Proctor Guidelines, complete the information below and return the Proctor Agreement Form to the course instructor. The student will make an appointment and the faculty member will send testing instructions and/or materials.</p>		
Proctor Guidelines		
<ul style="list-style-type: none"> • Verify student's identity by inspecting a current government issued ID (driver's license) or student ID • Unless specified as authorized materials by the instructor, do not allow any personal belongings, cell phones, PDAs, electronic devices, pagers, watches, coats, hats, purses, wallets, books or notes in the testing area. • Keep the exam in a secure area until the student takes the exam. • Follow instructor's testing guidelines and special instructions. • Monitor the exam continuously. • Talking to other students is <u>not</u> allowed during administration of the exam. • Upon completion of the exam, collect the exam, sign and date the Proctor Certification Form (included with exam). • Return the exam, any materials requested by the instructors (e.g. scratch paper), and the Proctor Certification Form through a delivery method previously specified by the instructor. For online exams complete the Proctor Certification Form and email to the instructor. 		
Proctor Agreement		
TO BE COMPLETED BY PROCTOR AT THE ALTERNATE TESTING SITE		
Proctor Name and Title:	<input type="text"/>	
Testing Site Name:	<input type="text"/>	
Mailing Address:	<input type="text"/>	
City/State/Zip	<input type="text"/>	
Phone: <input type="text"/>	Fax: <input type="text"/>	Email: <input type="text"/>
<p>I confirm that I have read and agree to abide by the proctoring guidelines and will ensure academic integrity and test security.</p>		

PERIODIC REVIEW SAMPLE MINUTES

**Three Year Periodic Review
DORI 0200
November 13, 2013**

The meeting was called to order at 1:00 pm in TC 114 Distance Learning Lab on November 13, 2013.

Initial Approval Date: 12/14/2012

Course Reviewed: DORI 0200

Members Present

- Robin Lisk Director – Distance Education
- Jason Woodall Instructional Designer – Distance Education
- Michelle Davis Department Chair - GEDS
- Leigh Smith DORI Coordinator

Agenda Items

1. **Goals of the Meeting** (presented by Robin Lisk)
 - Review the course materials and the items listed below, reviewing the course not the instructor.
 - Maintain review data / feedback confidentiality
2. **Reviewed Student Survey Results:**

See Attachment A, page:
The overall survey data is outstanding! The reviewers discussed the items that were below 80%. *SRTE (4):
The course is general interesting*
The following are group comments:

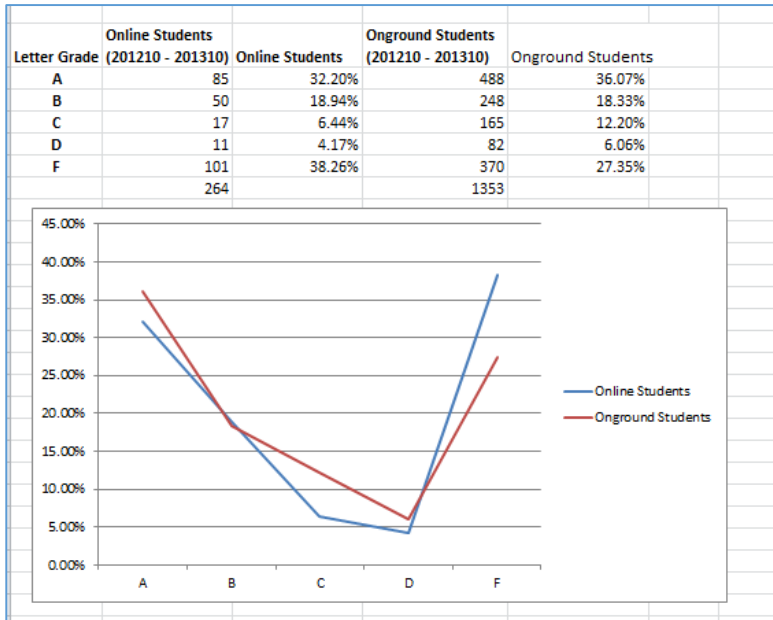
 - Adding interesting discussion threads to the class.
 - The instructors should make an announcement at least every two weeks.
 - Good use of online office hours.

Michelle will follow up with the instructors on the above suggestions.

SRTE (18) The Instructor is reliable in meeting the class

One section scored significantly pulled down the survey results. The general consensus was that this score is low in the one section because it was a section d that was added at the last minute, or the wording of the question is odd for online courses. The more relevant question is SRTE (16): The Instructor is available for help and advice. The Overall rating was 96%, OUTSTANDING!.

3. **Reviewed Grade Distribution:**



The upside down bell curve and the higher number of “Fs” is the typical results for general education LIT courses. No concerns here. Good Job! Online sections and on ground sections have a similar grade distribution.

4. **Syllabus on the LIT Website**

The syllabi for all online sections are no longer on the LIT website (www.lit.edu). Michelle Davis is going to look into this and make a determination on if this requirement changed or if there was a mishap with the updated website. The syllabus used in the course is the correct syllabus.

5. **Course File**

The course file is complete and the minutes will be added to the file.

6. **Instructor Presence in Class**

Suggest the following to increase instructor presence and build more student community.

- Create more discussion threads
- Make an announcement at least every two weeks.

7. **Reviewed Test Itemization Results:**

Overall very good! Suggest removing the question related to meeting with a counselor since LIT does not have a counselor.

The meeting adjourned at 2:00 pm.
 Submitted by,
 Jason Woodall & Robin Lisk

Three Year Periodic Review - Attachment A

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
SRTE (2): The Course Learning experiences are consistent with objectives as stated in the syllabus.	86%	100%	82%	100%	100%	100%	100%	100%	100%	100%	100%	97%
SRTE (5): The text and/or supporting materials are consistent with objectives stated in the syllabus.	93%	89%	82%	100%	100%	100%	100%	100%	100%	100%	100%	97%
SRTE (21): Tests and/or assessments were fair and a reflection of what we were responsible for.	86%	89%	92%	100%	100%	100%	100%	100%	100%	88%	100%	96%
SRTE (16): The Instructor is available for help and advice.	86%	100%	82%	100%	95%	100%	100%	100%	100%	88%	100%	96%
SRTE (23): Overall Rating of this Instructor.	86%	89%	81%	100%	95%	100%	100%	100%	100%	100%	100%	96%
SRTE (14): The Instructor Encourages participation.	93%	100%	91%	100%	94%	100%	100%	83%	100%	88%	100%	95%
SRTE (7): The Course Method of evaluation/grading policy was clearly explained.	85%	100%	82%	100%	100%	100%	100%	100%	92%	88%	100%	95%
OASQ (12): The course was easy to follow and navigate.	100%	100%	56%	100%	100%	100%	100%	100%	100%	89%	100%	95%

**LAMAR INSTITUTE OF TECHNOLOGY
OFFICE OF DISTANCE LEARNING
INSTRUCTOR HANDBOOK**

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
SRTE (1): The Course objectives are clear and reasonable.	93%	100%	74%	100%	100%	100%	100%	100%	100%	75%	100%	95%
SRTE (19): The Instructor Returns graded tests and papers within a reasonable length of time.	85%	100%	82%	100%	100%	100%	100%	83%	100%	88%	100%	94%
OASQ (15): The materials, activities and/or assignments in my online course helped me master course content.	100%	100%	89%	75%	93%	100%	100%	100%	90%	89%	100%	94%
SRTE (12): The Instructor Evaluates my work thoughtfully and fairly.	93%	89%	82%	100%	100%	100%	100%	83%	100%	88%	100%	94%
SRTE (6): The Course Assignments are clear and appropriate.	93%	78%	74%	100%	100%	100%	100%	100%	100%	88%	100%	94%
OASQ (8): I had the required computer skills to take this course.	80%	100%	100%	75%	96%	100%	100%	100%	80%	100%	100%	94%
SRTE (11): The Instructor Presents ideas in an organized way.	71%	89%	82%	100%	94%	100%	100%	100%	100%	88%	100%	93%
SRTE (15): The Instructor is interested in students.	86%	100%	82%	100%	89%	100%	90%	83%	93%	88%	100%	92%
OASQ (10): The instructor was responsive and supportive.	100%	86%	89%	75%	90%	80%	100%	100%	100%	89%	100%	92%

Three Year Periodic Review - Attachment A (continued)

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
SRTE (8): The Instructor Appears knowledgeable and competent in field.	85%	89%	81%	100%	94%	100%	100%	67%	100%	88%	100%	91%
OASQ (16): The exams in my online course provide an accurate assessment of my knowledge of course content.	100%	86%	78%	75%	95%	100%	100%	100%	90%	78%	100%	91%
SRTE (17): The Instructor Challenges me to think.	79%	100%	73%	100%	84%	100%	90%	83%	100%	88%	100%	91%
OASQ (17): The course tools (i.e. grade book, dashboard, assessments) allowed me to monitor my progress towards meeting the established outcomes.	80%	100%	78%	75%	95%	100%	100%	100%	90%	78%	100%	91%
SRTE (22): The Instructor Encourages me to ask questions.	78%	89%	83%	100%	94%	100%	90%	66%	100%	88%	100%	90%
OASQ (14): The instructor encouraged interaction with my classmates.	100%	100%	89%	75%	90%	100%	90%	83%	100%	89%	71%	90%
SRTE (10): The Instructor Conveys interest in subject.	78%	89%	82%	100%	94%	83%	80%	100%	93%	88%	100%	90%
SRTE (13): The Instructor Encourages initiative.	79%	89%	83%	80%	94%	100%	90%	83%	100%	88%	100%	90%

**LAMAR INSTITUTE OF TECHNOLOGY
OFFICE OF DISTANCE LEARNING
INSTRUCTOR HANDBOOK**

Question	201210				201290				201310			Overall
	a (1)	b (1)	c (2)	d (2)	a (1)	b (1)	c (3)	d (1)	a (1)	b (3)	c (4)	
OASQ (19): I would recommend LIT online courses to a friend	100%	72%	89%	100%	73%	80%	100%	83%	90%	88%	100%	89%
OASQ (11): There was adequate technical support for this course.	80%	73%	89%	75%	89%	80%	100%	83%	100%	78%	100%	86%
SRTE (9): The Instructor is well-prepared for class.	71%	89%	82%	80%	83%	83%	100%	67%	92%	100%	100%	86%
SRTE (3): I am learning a lot in this Course.	79%	89%	64%	100%	94%	67%	80%	100%	92%	75%	100%	85%
SRTE (20): The Instructor Explains difficult concepts fully.	93%	78%	82%	80%	94%	100%	80%	67%	83%	88%	86%	85%
OASQ (18): I would consider enrolling in another online course at LIT.	80%	72%	89%	75%	63%	80%	100%	83%	80%	88%	86%	81%
SRTE (18): The Instructor is reliable in meeting the class.	71%	67%	64%	60%	72%	67%	100%	57%	83%	88%	100%	75%
SRTE (4): The Course is generally interesting.	64%	56%	46%	80%	89%	67%	70%	100%	75%	75%	85%	73%
	86%	88.97%	80.38%	90.00%	92%	93.34%	95.63%	89.19%	94.47%	87.47%	97.75%	90.46%