



MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

ONLINE LEARNING INSTRUCTOR HANDBOOK

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Revised: 2/16/2024

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 Online 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	<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.

**Approvals
Complete:**
DE: 2-12
IC: 2-12
PC: 03-14

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	Approvals Complete: 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"> Online 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: <ul style="list-style-type: none"> D1 – Added addendum and updated template location.

Version	Approval Date	Description
		<ul style="list-style-type: none"> ▪ 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
1.5	Approvals Complete: DE: IC: PC:	<ul style="list-style-type: none"> • Updated references to “Online Education” and “Distance Education” to read Online Learning. • Updated references to SACS to SACS COC. • Updated “Online Learning Structure” to include department reorg under Strategic Initiatives and the Teaching and Learning Center. • Under Instructor Requirements, added section dealing with proposed faculty compensation for online course development. • Under the Course Requirements – Introduction section: <ul style="list-style-type: none"> ○ Proposed – add department approval to course evaluation process ○ Removed references to dual course evaluations. ○ Updated name to “Online Course Survey Questions” from “Online Course Additional Survey Questions” • Under the Student Requirements - Online Course Fees section, updated statement of cashier’s office automatically removing fees for online only students. • Under the Student Requirements - Course Design & Review section, updated the proposal to add department approval. • Under the Technology Guidelines - LMS Roster Loading section <ul style="list-style-type: none"> ○ Updated to state course rosters are loaded the first day of classes. ○ Removed requirement for online faculty to make courses available before the start of the semester. • Updated “Online Instructor Evaluation” to include approved online course evaluation survey questions (approved in PC during Fall 2017). • Updated “Course Approval Form” to include additional signature line for Program/Department housing the course. • Updated Course Syllabus and Syllabus Addendum to meet with templates established during Spring 2018. • Added proposed “Faculty Compensation For Online Course Development” section.

Version	Approval Date	Description
		<ul style="list-style-type: none"> Removed Attachment A from Periodic Review – “student survey results” as they no longer fit the evaluation data available.
1.6	No substantive change requiring approvals. – 11-10-23	<ul style="list-style-type: none"> Updated <ul style="list-style-type: none"> Online Structure Title/s and include new positions Roster Loading Advising Procedures Fee Information Removed Course Addendum Information (all information included in one syllabus Added LMS Roster Loading to the Table of Contents
1.7	Approvals Complete: DE: 2-26-24 IC: ET:	<ul style="list-style-type: none"> Updated <ul style="list-style-type: none"> Cover to include LIT logo. Instructor requirements to allow for the Blackboard Ultra Skills Certification or equivalent certifications. Table of Content and Reference Page Numbers Disabilities Statement and Special Populations contact Removed duplicative language.

NOTE: Substantial revisions are approved by the Online Learning Committee, Instructional Council and the Executive Team.

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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

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

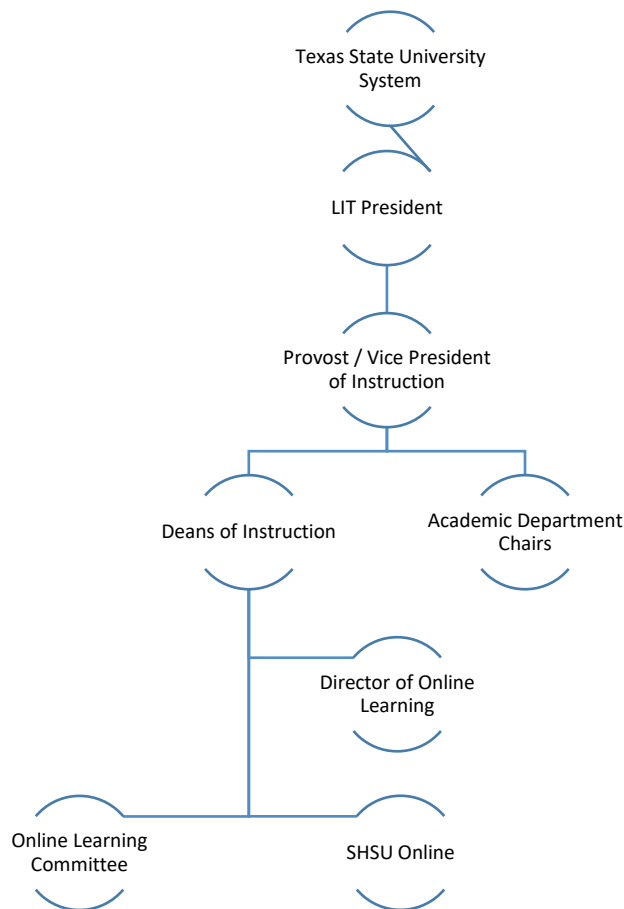
Accreditation

Lamar Institute of Technology (LIT) received approval in 2010 and 2011 from the Southern Association of Colleges Commission on Colleges (SACS COC) 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 Online Learning Instructor Handbook documents guidelines to meet SACS COC commitments, provides information for new online instructors, and supplies a guide for reporting policy and procedure expectations.

Online Learning Structure

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



See the Online 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 that meet the same minimum requirements as face-to-face instructors. The minimum academic credentials and experiences are dependent on the course(s) being taught.

Faculty who teach online courses at LIT are responsible for completing additional credentials. Each online instructor will complete the SHSU Online Learning

Instructor Certification Program, Blackboard Ultra Skills Certification course or equivalent and continue to complete a minimum of four (4) relevant distance education professional development hours annually.

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.

Faculty compensation for online course development is subject to the completion of all requirements. See Faculty Compensation for Online Course Development, pg. 39.

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 Committee and the Executive Team.

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 peer reviewers, approved by the academic department housing the course, the Office of Online Learning, and final approval by the Provost / VP of Instruction. The Course Approval Form and supporting document is stored in the courses' associated Program Folder on the Distance Education Drive overseen by the Office of Online Learning. See Detailed Course Design Review & Approval Process, page 24.

Students are given the opportunity to evaluate every course at LIT, including online courses. Survey information is analyzed and summarized by the Office of Institutional Effectiveness and Assessment separately and within the overall institution evaluation results. The Online Course Survey Questions are utilized for

the instructor evaluation and the course design/instruction periodic review. See Online Course 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 Committee with the exception of the addition of objectives approved by the Program Director/Coordinator and/or Department Chair. See sample Online Syllabus, page 25.

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 additional approvals by the Department housing the course, the Office of Online Learning, and the Provost / VP of Instruction.

Assessments

For further information, reference the Lamar Institute of Technology Policies and Procedures Manual 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 38.

Disabilities Statement

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

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 within classes taught and allow LIT to continue to use the materials developed while employed at LIT. The Instructor is allowed to take the copies of the materials with them and utilize copies 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.

Online Course Fees

When registering for courses, students are notified that if they register for an online course they may accrue additional fees. These fees are subject to change. Please visit the following link for the most update information concerning fees:
<https://www.lit.edu/admissions/tuition-and-fees/fees>

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. The [Student Success department](#) is available Monday through Friday, 8am-5pm. Student Success provides help with admissions, registration, financial aid and is designed to guide students to educational success. Contact an advisor at registration@lit.edu to schedule an advising appointment.

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 Ultra Course Analytics tab will alert faculty and students who are missing due dates, grade is below or equal to a certain percentage and days since a last access is equal or above a defined number entered by Faculty for each of their courses.

TECHNOLOGY GUIDELINES

LMS Usage

Lamar Institute of Technology utilizes one Learning Management System (LMS), Blackboard, for fully online, hybrid, traditional and web-enhanced courses. This system is accessed via a single sign on myLIT. LIT's instance of Blackboard is maintained as part of a shared services agreement with Sam Houston State University (SHSU).

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

- Syllabus
- 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 LMS, the course must still follow the Online Course Overall Request, Review and Approval Process. See the Overall Process, page 22.

LMS Course Retention

Lamar Institute of Technology will retain Blackboard detailed course materials in the active LMS instance for a minimum of one full year plus one long semester. For example: courses offered in the Fall of 2011 could 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.

Two weeks following 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 via an email request to the office of online learning.

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 Online Learning when schedule building is complete and continuously through the semester.

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. Students will be loaded, at a minimum, once a day at least a week before the semester begins and through the entire semester.

LMS Class Roster

Instructors must reconcile their Blackboard Gradebook 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	12 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:

- Contact the Office of Online Learning to research any discrepancies between the Official Banner and Blackboard student list.

APPENDIX

Glossary

- *Traditional Class:* A class that physically meets face-to-face at the following but not limited to campuses: LIT, Silsbee, Gateway, Truck Driving Academy 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% but less than 85% of the course is offered online.* 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.

ONLINE LEARNING COMMITTEE CHARTER

PURPOSE

The Online Learning Committee shall advise the provost/vice president for instruction on policies and procedures pertaining to LIT's delivery of online education. Faculty and staff directly involved in online teaching and learning are to recommend coordinated distance education policies, procedures, priorities, planning, and implementation practices that maximize technology while providing quality online programs.

Responsibilities:

1. Provide recommendations regarding instructional technology to campus administration.
2. Maintenance and development of online learning policies and procedures that meet the requirements of Texas Higher Education Coordinating Board (THECB) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Reporting:

1. The committee reports to the (Provost/ Vice President for Instruction).

Membership:

1. Committee members represent the college and consists of members from the following constituencies: administration, faculty (2 from each division), Workforce Training, and Information Technology.
2. Members are appointed to provide representation from multiple areas of the college.
3. Members serve for a period of 1 year and may be reappointed.
4. Membership is contingent on members retaining their positions at LIT.
5. If a member steps down or leaves the college before their term is over, a replacement is appointed by the Committee Chair with administrative approval.

Chair:

1. The Director of Online Learning serves as committee Chair.
2. The Chair serves for an indefinite term.

Meetings:

1. Meetings take place quarterly but may be held more frequently, if needed.
2. Meeting dates and times are set by the Chair in consultation with members.
3. The Chair presides over scheduled meetings and develops a proposed agenda in advance of each meeting.
4. Members should contact the Chair to add agenda items.
5. The Chair may appoint a designee to preside over a meeting if the Chair cannot be present.
6. Minutes are to be taken at all meetings and, when finalized and approved, posted to the appropriate shared drive on the LIT system.
7. All questions on rules of order in conducting meetings shall be determined by Robert's Rules of Order.

Voting/Quorum:

1. A simple majority (more than 50% of the membership) shall constitute a quorum.
2. The committee will attempt to make decisions by consensus but may use a simple majority vote to pass, reject, or table motions.

Representation: (appointed by President)

Departmental Area	Representative(s)
Allied Health and Sciences	Reference the campus committee membership document for specific names.
Business Technology	
General Education	
Public Service and Safety	
Technology	
Institutional Effectiveness	
Information Technology	
Workforce Training & Continuing Education	
Student Services	


ONLINE INSTRUCTOR REQUIREMENTS

All Instructors:	Recommended to complete Blackboard Ultra Skills Course at a minimum.
Fully Online Instructors	Required to complete Blackboard Ultra Skills Course, SHSU Online Instructor Certification course or equivalent. (Equivalence to be granted by the Director of Online Learning or Provost / Vice President of Instruction for previous experiences, training or relevant credentials.)

ONLINE INSTRUCTOR AGREEMENT FORM

The Online Instructor Agreement Form is located on the Forms drive in the Distance Education – 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))

Teaching Construct	Question Number	Fall Rating Average	Spring Rating Average	Summer Rating Average
Organization of Subject Matter	24			
Organization of Subject Matter	25			

<i>Organization of Subject Matter</i>	26			
<i>Positive Attitude towards Students</i>	27			
<i>Fairness in Grades/Exams</i>	28			
<i>Effective Communication</i>	29			

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

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.

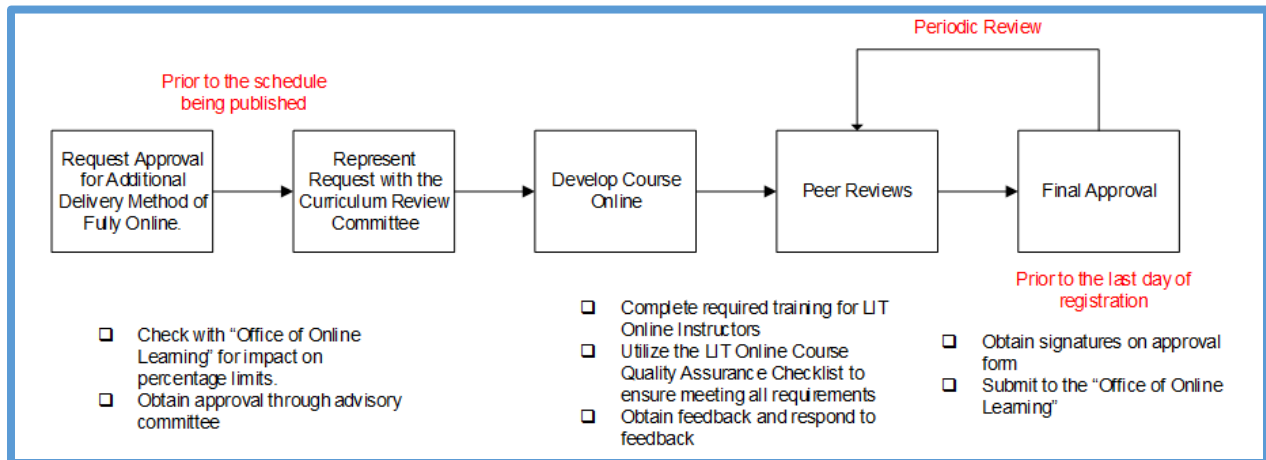
Click here to enter a date.

Faculty Member Signature

Date

REQUEST, REVIEW, AND APPROVAL PROCESS


Overall Process



Course Approval Form

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

Office of Online Learning



Course Approval Form

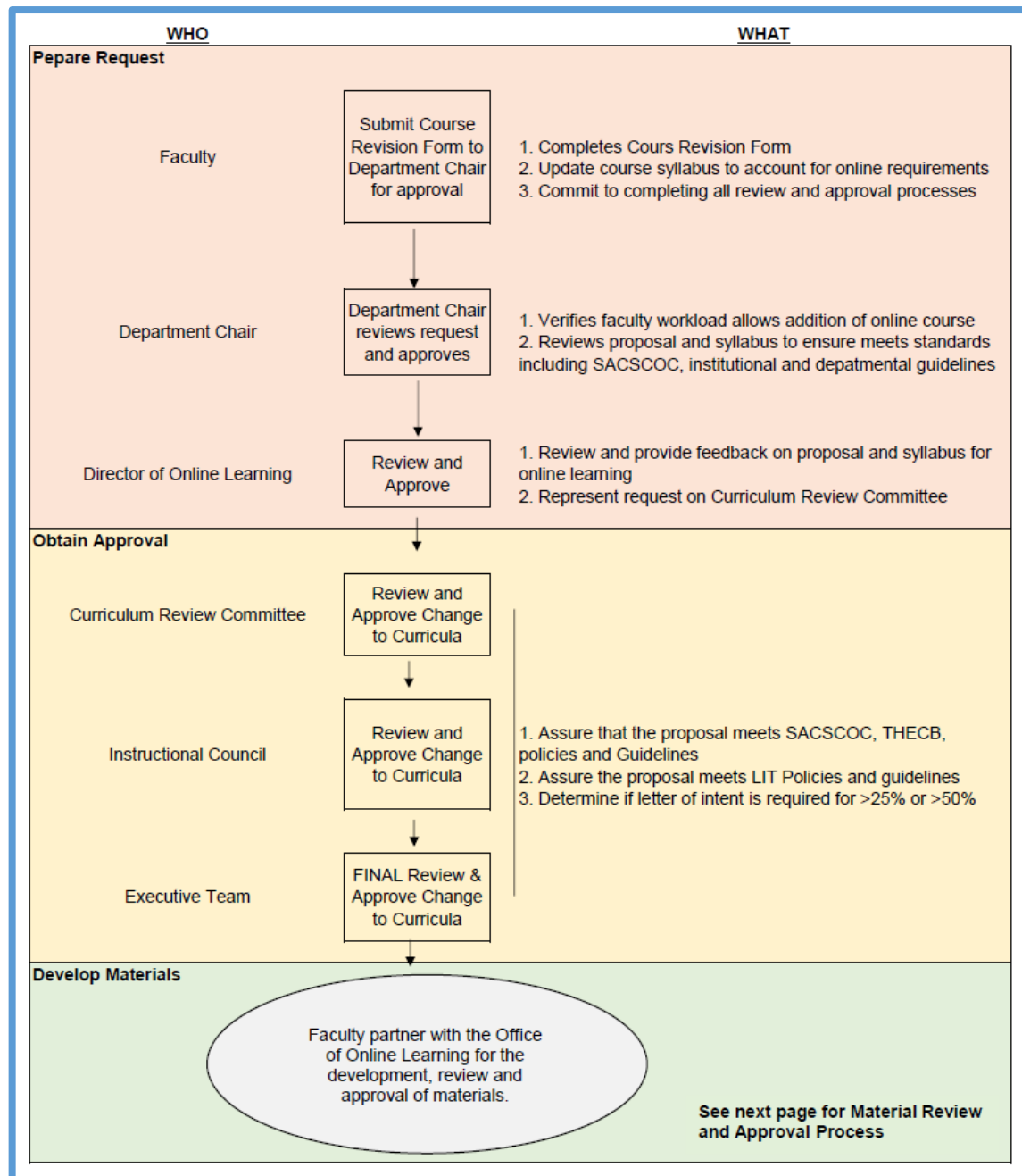
Course Number:	
Course Title:	
Instructor:	
Instructional Designer:	
Semester:	

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

	Signature	Date
Faculty Reviewer		
Faculty Reviewer		
Program/Department		
Online Learning Director		
VP of Academic Affairs		

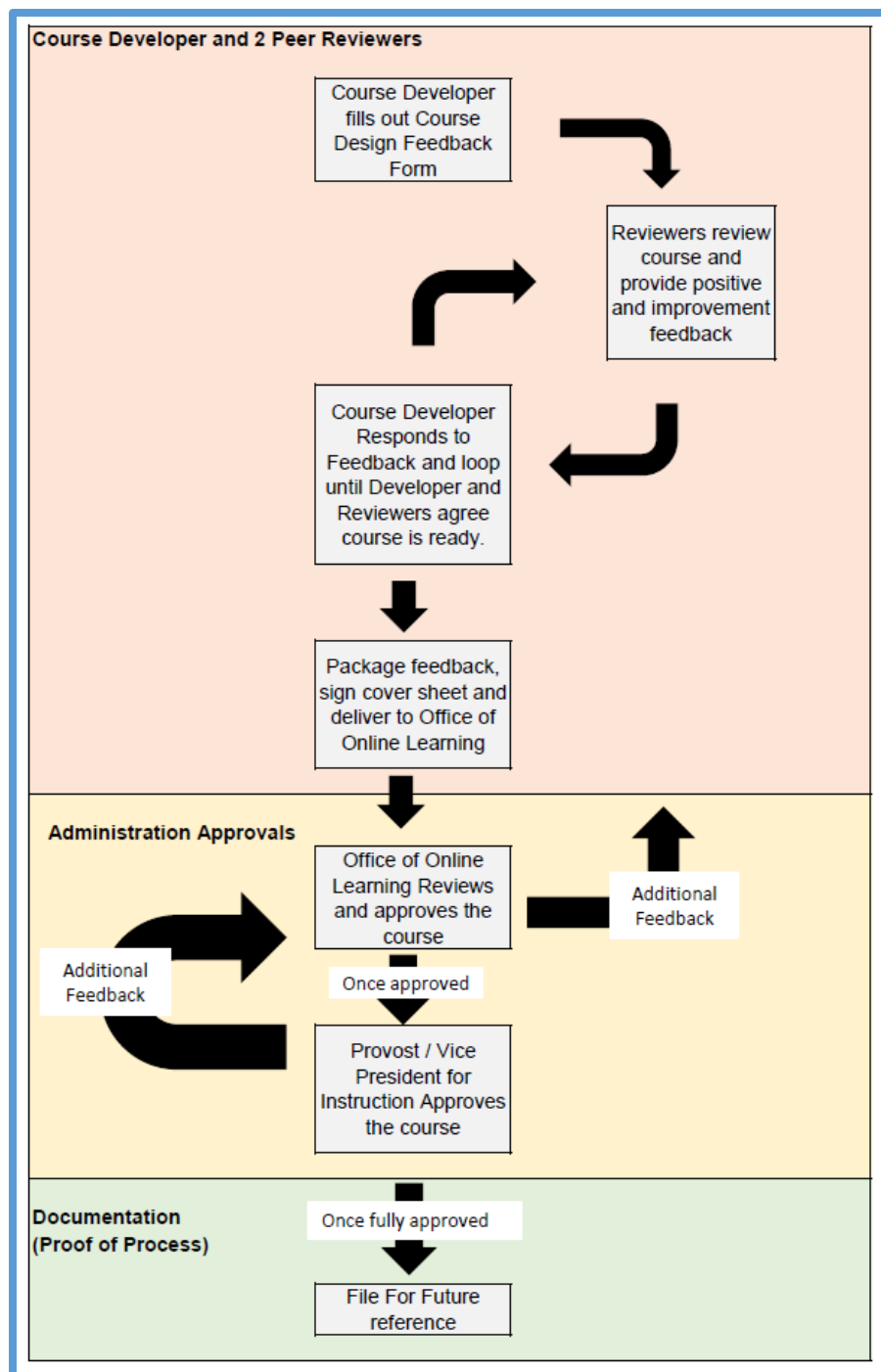
Detailed Request Process

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 Executive Team approves the offering of the course in an online format.



Online Syllabus

The following is a sample.

HITT 1255 2A1 FALL 2023

CREDIT

2 semester credit hours (1 hour lecture; 3 hour lab)

MODE OF INSTRUCTION

ONLINE

PREREQUISITE/CO-REQUISITE:

HITT 1301 and 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

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.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

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

1. Prepare statistics reports to support healthcare information and department operations and services.
2. Formulate statistics that meets medical and administrative reporting needs and requirements of government regulatory and voluntary agencies.
3. Analyze health care statistics, vital statistics, descriptive statistics, data validity, and reliability.
4. Assess methods of healthcare data.
5. Utilize appropriate methods of data display.

Refer to the AHIMA Entry-Level Competency Matrix appended to the syllabi for a list of Domains and Competencies met within the HIT curriculum.

INSTRUCTOR CONTACT INFORMATION

Instructor:

Email:

Office Phone:

Office Location:

Office Hours:



REQUIRED TEXTBOOK AND MATERIALS

1. Susan White, PhD, RHIA,CHDA (2020). *Calculating and Reporting Healthcare Statistics*, 6th Edition. Chicago, Illinois: AHIMA Press.
a. ISBN: 978-1-58426-683-9
2. Battery operated calculator
3. Internet access

ATTENDANCE POLICY

Students must log on to class 3-4 times a week.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR

DATE	TOPIC & ASSIGNMENTS	READINGS (Due on this Date)	(Due on this Date)
Chapter 1 Modules UNIT 1	Introduction to Health Statistics Chapter 1 Quiz Chapter 1 Review Discussion 1 Healthcare Statistics	Text Book: p. 1 – 9 Online: Module 1, Chapter 1	8/28
Chapter 2 Modules UNIT 1	Mathematical Review Chapter 2 Quiz Chapter 2 Calculating decimals exercise	Text Book: p. 11-30 Online: Module 1, Chapter 2	9/5
Chapter 3 Modules UNIT 1	3 Patient Census Chapter 3 Quiz Chapter 3 Daily Census Exercises TEST 1 (Ch. 1- 3)	Text Book: p. 31-49 Online: Module 1, Chapter 3	9/11 9/13
Chapter 4 Modules UNIT 2			

	<p>Inpatient Bed Occupancy</p> <p>Chapter 4 Quiz</p> <p>Chapter 4 Bed Count Occupancy Exercises and Review</p>	<p>Text Book: p. 51-64 Online: Module 2, Chapter 4</p>	9/18
<p>Chapter 5 Modules</p> <p>UNIT 2</p>	<p>Length of Stay</p> <p>Chapter 5 Quiz</p> <p>Chapter 5 Length of Stay Exercises and Review</p> <p>Discussion 2 LOS, Census</p> <p>TEST 2 (Ch. 4-5)</p>	<p>Text Book: p. 65-86 Online: Module 2, Chapter 5</p>	<p>9/25</p> <p>9/27</p>
<p>Chapter 6 Modules</p> <p>UNIT 3</p>	<p>Mortality Rates</p> <p>Chapter 6 Quiz</p> <p>Chapter 6 Mortality Exercises and Review</p> <p>Discussion 3 Mortality</p>	<p>Text Book: p. 87 – 109 Online: Module 2, Chapter 6</p>	10/2
<p>Chapter 7 Modules</p> <p>UNIT 3</p>	<p>Hospital Autopsies & Rates</p> <p>Chapter 7 Quiz</p> <p>Chapter 7 Autopsies & Rates Exercises and Review exercises 7.1, 7.2, 7.3, 7.8, 7.12, 7.14</p>	<p>Text Book: p. 111-125 Online: Module 2, Chapter 7</p>	10/9
<p>Chapter 8 Modules</p> <p>UNIT 3</p>	<p>Morbidity and other misc rates</p> <p>Chapter 8 Quiz</p> <p>CHAPTER 8 Morbidity and Misc rates EXERCISES and REVIEW</p> <p>exercises 8.1, 8.2, 8.3, 8. 8, 8.12</p> <p>TEST 3 (Ch. 6-8)</p>	<p>Text Book: p. 127-146 Online: Module 2, Chapter 8</p>	10/16

			10/18
Chapter 9 Modules UNIT 4	Statistics computed within HIM Chapter 9 Quiz CHAPTER 9 Budgeting Exercises and review exercises 9.2	Text Book: p. 147-167 Online: Module 3, Chapter 9	10/23
Chapter 10 Modules UNIT 4	Descriptive Statistics in Healthcare Chapter 10 Quiz Chapter 10 Mode, Median, Mean Exercises and Review exercises 10.2, 10.3	Text Book: p. 169-193 Online: Module 4, Chapter 10	10/30
Chapter 11 Modules UNIT 4	Presentation of Data Chapter 11 Quiz Chapter 11 Creating Graphs Exercises and Review exercises 11.1, 11.3, 11.4 Discussion 4 Graphs TEST 4 (Ch. 9-11)	Text Book: p. 195-230 Online: Module 3, Chapter 11	11/6 11/8
Chapter 12 Modules UNIT 5	Basic Research Principles Chapter 12 Quiz Chapter 12 Methodologies Exercises and Review exercises 12.1, 12.2, 12.3, 12.4	Text Book: p. 231-251 Online: Module 4, Chapter 12	11/13
	Inferential Statistics in Healthcare Chapter 13 Quiz		11/20

Chapter 13 Modules UNIT 5	Chapter 13 Hypothesis Exercises and Review exercises 13.2, 13.3, 13.4	Text Book: p. 253-260 Online: Module 4, Chapter 13	
Chapter Modules	COMPREHENSIVE FINAL EXAM (Ch. 1 – 13)	Online: Module 4 - Final Exam	11/27

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Course Evaluation:

Final grades will be calculated according to the following criteria:

Assignments	20%
Participation / Discussion Boards	20%
Quizzes	20%
Unit Exams	25%
Comprehensive Final Exam	15%

GRADE SCALE

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

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

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 4 – 5 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. No cheating of any kind will be tolerated. Students caught cheating or helping someone to cheat can and will be removed from the class for the semester. Cheating can result in expulsion from LIT.
6. All exams will be taken on the scheduled dates. If a test is missed due to an emergency situation, the student will have one week to make it up; otherwise a grade of "0" will be assigned. **The instructor MUST be contacted to receive prior approval to take the exam late.**
7. All assignments are due when stated. Assignments submitted more than a week late will be reduced 25%.

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/online 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, you will earn an “F” grade for the course.**
12. The instructor will respond to e-mail and voice mail communication within 24 hours Monday through Friday. Assignment grades will be published within 2 weeks of the assignment due date.
13. If, after all assignments have been submitted and graded, you have a Final Class Grade of “90 or Above”, then you can choose to be exempt from the Comprehensive Final Exam. If your Final Class Grade is “90 or Above”, you **MUST** email the instructor stating you choose to be exempt from the final due to your class average. If you have a “90 or Above”, you choose not take the final exam, and you do not email me, then you will receive a “0” on the final. You can also choose to take the final exam, even if your Final Class Grade is “90 or Above”.

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](#)

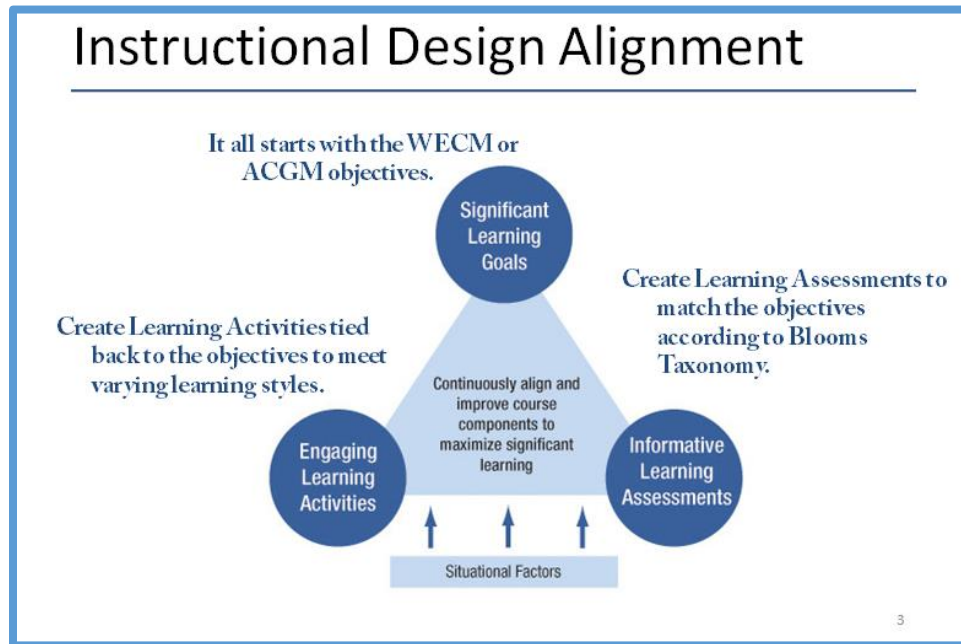
Objective	Blooms Taxonomy Level	Course Content	Course Assessment Method	Comments

Comments:

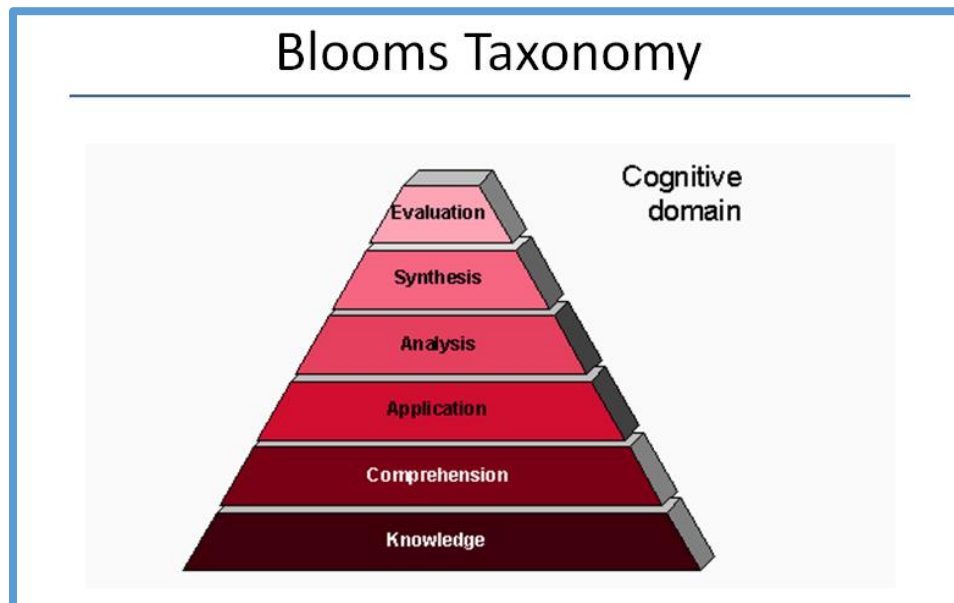
Upon completion of the review and implementation of all changes, please sign the approval form, attach to the top of all iterations feedback forms and route to the Director of Distance Education.

ALIGNMENT GRID AND BLOOMS TAXONOMY DIAGRAM

Instructional Design Alignment



Blooms Taxonomy Cognitive Domain




6. The course tools (i.e. My Grades, calendar, messages, email) allowed me to monitor my progress towards meeting the established outcomes.

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

Lamar Institute of Technology
A Member of The Texas State University System

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"/>

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.

Proctor Guidelines

- 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 not 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"/>

I confirm that I have read and agree to abide by the proctoring guidelines and will ensure academic integrity and test security.

FACULTY COMPENSATION FOR ONLINE COURSE DEVELOPMENT

Compensation Model and Guidelines for Faculty Online Course Development

The Office of Online Learning for Lamar Institute of Technology has developed a set of guidelines for awarding compensation for online course development. The purpose of the guidelines is to clearly communicate to all relevant parties the process and criteria for determining the allocation as well as to present a consistent and stable system of allocation.

1. **STEP ONE** – the process initiated by the academic department/program who will identify a need for a new developed online course.
2. **STEP TWO**- The academic department/program will contact Lamar Institute of Technology's Online Learning department with the name of the course and written justification for developing and delivering the course online.
3. **STEP THREE**-A stipend based on the following compensation model will specified along with the proposed timeline for completion.

Process for Courses

I. Course Development (New course or significant redesign)

- Eligible Faculty member must have completed the SHSU Online Instructor Certification Course.
- A proposed timeline of course development including deadlines must be presented by the faculty member/and or academic department to the office of online learning before development of the course begins. Faculty course developer must adhere to all deadlines before stipend can be rewarded.
- Course will be reviewed for ADA compliance and Quality by the instructional designer supporting and managing the development of the courses
- Instructional designer will send compliance check to Director of Online Learning, who will coordinate course to be reviewed following course reviewing procedures.
- After course is reviewed and approved, has been taught during one long semester, and is reviewed/approved by the department/program (after reviewing student evaluation feedback); a stipend of \$500 will be rewarded for course development.

II. Significant Course Redesign* (An existing online course which has not been taught or updated for a significant time period.)

- Eligible Faculty member must have completed the SHSU Online Instructor Certification Course .
- A proposed timeline of course development including deadlines must be presented by the faculty member/and or academic department to the office of online learning before development of course begins. Faculty course developer must adhere to all deadlines before stipend can be rewarded.
- Course will be reviewed for ADA compliance and Quality by the instructional designer supporting and managing the development of the courses
- Instructional designer will send compliance check to Director of Online Learning, who will coordinate course to be reviewed following course reviewing procedures.
- After course is reviewed and approved, a stipend of \$500 can be awarded for course redesign.

*A course can only be compensated once. If compensation was granted during initial development, no compensation exists for a redesign.