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TOPIC:  
Internet Courses - Procedures

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Policy Number:  
D18

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### Development of Internet Courses

1. Before developing an online course, a faculty member will acquire Approval for Development of Online Courses form from the Academic Affairs Office and obtain all necessary signatures.
2. Online courses must meet faculty-approved online course standards and be approved (included below) before the course is listed on the college course schedule. To initiate the review of the course to verify the standards are met, the faculty member will notify the appropriate Department Chair.
3. The Department Chair arranges for two people to review the course and will notify the faculty member of any necessary changes.
4. Once the reviewers agree that the course is ready, they will sign the approval form housed in the office of Academic Affairs.
5. Once the course is given final approval, the Department Chair and Division Dean, in consultation with the Director of Online Services, will determine whether and when the course is added to the college course schedule.

### Online Course Standards

#### **Expectations for Student Learning Environment**

1. On the "Home Page" there is a professional instructor self-introduction and a clear course orientation with navigational instructions.
2. To establish the class cohort and classroom environment, a student introduction assignment is included in the course.
3. An assignment due within the first 20 days of class.
4. At least 30% of student-produced material must be proctored.
5. Students must participate in something the final week of class as they do in face-to-face finals week.
6. Content is presented in a logical progression with clearly stated deadlines.
7. Course includes active learning activities such as: role playing, case studies, discussion boards, or peer review. This list is not comprehensive, and all activities are not required in one course, but the instructor must engage in regular and substantive interaction with students.
8. Multimedia material are used to support instruction such as video, audio, graphics or animations. Multimedia should be subtitled.
9. The course design prompts the instructor to be present, active, and engaged with the students.
10. The course learning activities and appraisals serve to stimulate student interactions with the course content and determine how well student performance achieves the course learning outcomes.

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Adopted:	Revised	Revised	Revised/Reviewed	Revised/Reviewed	Revised/Reviewed
5/31/11	2/27/18	3/29/22			

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11. The majority of course content (i.e., the actual physical files, images, activities, and executables) in addition to the syllabus and gradebook, must reside on the approved college Learning Management System server even if the instructor is using a textbook partner site.
  12. Criteria for grading is provided for all graded assignments. If a rubric is not used, at least include narrative criteria that explains how the assignment will be scored.
  13. All resources and material used in the online course are appropriately cited.
  14. All technical functions of the course (links, files, etc.) perform properly and support student progress.
  15. Course standards expect student to attend for 750 minutes per credit hour. Student activities approximate that standard.

### Required Course Shell Components

1. Home Page
2. Syllabus
3. Modules
4. Grades
5. Student Orientation

### Required Syllabus Components

*Cloud County Community College uses a uniform syllabus template for all classes in all delivery modes and locations. Copies of this syllabus template can be obtained from the Department Canvas Course. Refer to Policy D10 Procedures for specific requirements.*

### Faculty Requirements

1. Faculty will respond to students within 2 business days (excluding holidays and weekends).
2. Faculty will grade student submissions within two weeks of the due date.
3. Faculty will meet credentialing requirements.

### Assessment Requirements

1. Faculty must participate in assessment of student learning outcomes (course learning outcomes, program learning outcomes/general education outcomes and institutional learning outcomes) and submit a faculty assessment report each semester.
2. Faculty must submit artifacts for general education assessment if the course being taught is on the general education course list.
3. Faculty must keep grade/assignments in Canvas for assessment purposes.