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THE CITADEL

CENTER FOR EXCELLENCE AND INNOVATION
IN TEACHING, LEARNING
AND DISTANCE EDUCATION

DISTANCE LEARNING HANDBOOK

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The following policies and procedures apply to the development and delivery of all courses, including the transition of existing courses offered in the face-to-face format into the online or blended environment. The Citadel uses the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) and Online Learning Consortium’s (OLC) definitions for face- to-face and distance learning courses and programs as outlined in Appendix E.

SECTION I: QUALITY ASSURANCE AND SUPPORT

A. Citadel Online

Citadel Online, an online portal and Learning Management System (LMS), is housed in the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL & DE), under the Office of the Provost. CEITL & DE serves faculty in schools and academic departments by providing pedagogical and technological guidance and assistance to develop, deliver, assess, and improve graduate and undergraduate courses offered in all delivery formats (face-to-face, and online).

B. Institutional Commitment to Quality Online Education

The Citadel is committed to excellence in all of its academic offerings, including the design and delivery of courses offered in an online format. Maintaining a unified institution-wide quality assurance system for all online offerings is critical to the academic success of students, the academic reputation of the college, and the success of The Citadel's regional and specialized accreditation efforts. Citadel faculty who desire to teach an online course must first be certified to do so by completing the Faculty Online Academy (FOA) offered by the CEITL & DE. This program includes training on best practices in online education, how to engage online learners, how to assess and ensure accessibility to online course content, online course design and development, and online facilitation.

The Citadel subscribes to the Quality Matters Standards. The Citadel's online quality assurance program provides for the application of the Quality Matters rubric during the course design process, as well as a subsequent reviews by department chairs, deans, and the CEITL & DE. Advanced course design validation procedures include a mandatory internal peer review process and an optional external Quality Matters review. The Citadel ensures the quality and comparability of its online and campus-based courses by evaluating course design, instructional effectiveness, instructional parity, and by assessing student learning outcomes, student retention, and student satisfaction.

C. Faculty and Student Support

CEITL & DE offers the required FOA for faculty members who wish to teach online, as well as a number of workshops and online tutorials. CEITL & DE has the responsibility to provide distance learning faculty members with:

1. Training and certification to teach online.
2. Online course review, final certification and subsequent compliance monitoring.
3. Assistance with the development and conversion of instructional materials to a format suitable for online delivery including instructional contact hour parity.
4. Training in the use of Citadel- approved technology tools including the LMS.
5. The dissemination of best practice methodologies in the distance learning environment.

6. Quality enhancement initiatives for curriculum and teaching improvement to support student success, academic integrity, and successful program completion in the distance learning environment.

SECTION II: DISTANCE LEARNING COURSE DEVELOPMENT

A. Requirements for Developing Distance Learning Courses

New distance learning courses approved by the Curriculum Committee are subject to a related set of standards. Specifically, before a single course can be offered in an online format, it should meet the criteria detailed in Appendix A, Section II.

B. Approval Process

The online course approval process complements the respective college committee process for the approval of new courses, potential substantive change approval associated with SACSCOC, and state authorization for out-of-state educational activities. The procedures below only apply to the review of online course design and do not replace the college's review processes or SACSCOC approval of new courses. Only courses approved through the college committee process will be considered for approval in an online format. The faculty, through ongoing assessment and evaluation, will regularly update courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings.

After successfully completing the requisite approval and review processes, faculty should complete an online course review form and parity table using Taskstream: <https://login.taskstream.com/signon/>. For more information on the online course review process, deadlines, and contact information, we strongly encourage faculty to view a 10-minute screencast at this link: https://citadelits-my.sharepoint.com/:v:/g/personal/rjocius_nation_citadel_edu/EZVcWQ8TcS5LhXz5Jjoel8sBUUSkQB1r_Zc0Potze9wxOsg?e=zckz7r. The Center for Excellence and Innovation in Teaching, Learning, and Distance Education will provide individualized consultation and support for online course development.

The development of an online course is not a simple task; sometimes the process takes as long as three to six months to complete. Review of the design of all new online courses will be conducted at least one semester prior to when they are scheduled to be offered. CEITL & DE is available to assist in the course design process. During the initial consultation, CEITL & DE staff will provide the faculty member with specific resources to use throughout the course design process, including but not limited to the required online course template. In many cases, the online teaching experience of the faculty member, his or her familiarity with Quality Matters, and the technological requirements for the course will dictate the resources required to design the course.

Department head(s)/chair(s), program director(s), peer reviewer(s), and/or deans will have access to online courses in their department/school to evaluate course delivery. The CEITL & DE will have access to the Citadel's LMS courses to review course design. In addition, online

courses undergo full review every five years by CEITL & DE to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions. The standard of review for approval of online courses is as follows:

Citadel Approved Course: This standard of review assesses evidence of compliance with The Citadel's Credit Hour Policy using the Instructional Contact Hour Table and The Citadel Online Course Review based on the application of the Quality Matters Standards. Approval is awarded at three levels as outlined below:

1. In-progress-course submitted
2. Conditional-approved, but must resubmit with required changes before taught next semester
3. Fully Approved-approved for 5 years

Advanced Recognitions

Faculty attaining the minimum level of approval are eligible to seek optional advanced recognition of quality course design. Faculty members seeking advanced recognition should initiate review procedures by contacting the Center for Excellence and Innovation in Teaching, Learning, and Distance Education. Attainment of the advanced recognition status and the approval to include the "Quality Matters Recognized Course" seal in the Citadel's approved LMS, on the course syllabi, and on the Citadel Online webpage requires an external Quality Matters review based upon all standards included in the full Quality Matters Rubric.

Master Course Review

Departments may designate a "master course" for review purposes. The department chair or dean is responsible for identifying the "master course manager" responsible for initiating the approval agreement and the continued maintenance of the course following approval. Upon approval as a "master course," faculty members other than the "master course manager" may teach the course, but secondary instructors may not modify the course design without approval from the "master course manager" and CEITL.

C. Faculty Evaluation

Department chairs, directors, and/or deans for all online courses and others will conduct annual evaluations of non-tenured faculty, including observations of online courses, in a manner consistent with face-to-face teaching and as outlined in the Faculty Manual.

SECTION III: DISTANCE LEARNING COURSE DELIVERY REQUIREMENTS

A. Faculty Online Presence

It is expected that faculty have an online presence throughout the week comparable to a face-to-face course, engaging with students via discussion boards, email, and other communication methods (i.e., 3- credit-hour course= a minimum of 3 hours of faculty online presence per week in the LMS). **Regular and substantive** instructor interaction is required in every course. The term "regular" is defined as frequent, predictable and built into the course design. The term "substantive" refers to interaction with a student that is relevant to the academic subject matter

in which the student is engaged. Appendix C details regular and substantive interaction requirements in online courses.

B. Course Parity

The design of online courses must reflect the importance of student interaction and engagement. Accordingly, students will interact with the course content, faculty member(s), and other students through asynchronous discussion boards, synchronous online communication tools or through an approved equivalent instructional activity based on The Citadel Online Instructional Contact Hour Table. Adherence to The Citadel Online Instructional Contact Hour Table ensures that online courses meet the federal definition of a credit hour and provide the opportunity for direct, substantive interaction and collaboration. The Instructional Contact Hour Table in Appendix D provides a list of instructional activities and their estimated duration, enabling faculty to ensure they provide opportunities for student-to-instructor, student-to-content, and student-to-student interaction. Faculty members may propose additional equivalency activities for consideration by submitting an email to CEITL & DE. The use of course materials in online courses and programs will adhere to all applicable legal and regulatory requirements, including copyright, accessibility, and privacy policies.

C. Policy on Attendance

Distance education (online) students are subject to The Citadel's attendance policy. Attendance in a distance education (online) course is defined by active participation. Logging into The Citadel's approved LMS does not qualify as sufficient evidence of attending as per federal financial aid guidelines, and nonattendance may affect financial aid and/or veterans' benefits. Completion of tests, submission/completion of assignments, and participation in discussion forums are activities used to document enrollment. (Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement). Students who have not documented enrollment and participation by the end of the official drop/add period will be Administratively dropped from the roll as "never attended."

Any student who has been reported absent for two consecutive weeks in a 16-week term or one week in 8-week term online course will be administratively withdrawn from the course. Consistent with policies establishing attendance in online courses, logging into an online course within the approved LMS, but failing to perform the aforementioned actions does not constitute attendance.

Students will receive notification from the Registrar's Office to their Citadel email address when an administrative withdrawal has been processed. Withdrawing from courses could affect a student's eligibility for financial aid. Withdrawn courses are subject to the refund policies of the Treasurer's Office.

D. Continuity of Instruction

In the event of a temporary suspension of classes due to a hurricane, natural disaster, or other unforeseen event, The Citadel's Continuity of Instruction Plan provides resources and a platform for courses to move to an online format. At the beginning of each semester, an online course shell is generated, within our approved LMS, for every Citadel course, including all face-to-face, blended, and online sections. Each course shell is populated with students enrolled in the course through our Banner integration system. The shell is active, and an instructor is able to make content available to students at any time.

Policies related to Continuation of Instruction

- All faculty are required to upload their syllabi into The Citadel's approved LMS starting in fall 2020.
- All faculty are required to maintain grades within The Citadel's approved LMS's gradebook feature beginning in the spring of 2021.
- It is the expectation that assignment deadlines will be adjusted for both face-to-face (f2f) and online in the event of a campus closure, evacuation in the region, or prolonged power outage.
- As established in the Faculty Manual, Deans, Directors, and Departments Chairs/Heads maintain oversight and responsibility for the quality of teaching in both F2F and online courses.

E. Academic Integrity and Authentication

To assure academic integrity, distance-learning students taking online classes at The Citadel gain access to course materials and educational resources by means of secure login authentication. Upon admission to the college, each student creates a unique, password protected electronic identity. All assignments are managed through the secured Learning Management System, including collaboration with peers, submission of assignments, and accessing grades. This includes all student work, grades, and assignments related to third party vendors.

Use and integration of third party vendors for online courses is subject to approval by the Director of CEITL & DE.

The CEITL & DE offers consultations on pedagogical strategies and instructional technologies that promote academic integrity in distance learning (online, and hybrid environments). The Center also collaborates with instructors and campus partners (e. g., Student Success Center, the Daniel Library, Information Technology Services and related service providers) to foster a climate of academic integrity (including copyright) campus-wide.

A. Exam Proctoring

Faculty who teach distance education courses and give closed book exams are required to use an online proctoring service or collaborate with the Student Success Center (SSC) to coordinate proctoring. The SSC uses a network of professional testing centers to proctor exams for remote students within 100 miles of their domicile. Options for proctoring are listed on The Citadel's website (CEITL & DE, Academic Affairs, and SSC webpages) and in the Distance Learning Handbook.

Proctoring options are also discussed in faculty training.

B. Confidentiality

The Citadel strives to treat all personal information with the strictest confidentiality and will err in favor of confidentiality whenever possible. It complies with the Family Educational Rights and Privacy Act (FERPA), as outlined in 1718 Memorandum 2-2, Privacy of Student Records (FERPA).

These policies apply to distance education (online) courses.

Faculty members teaching blended or online courses are expected to comply with the Citadel's policies on student privacy at all times. In particular, faculty members teaching online courses are expected to (a) use the Citadel's collegewide learning management system to administer all student assignments in order to ensure the security of student work and grades; (b) use the Citadel's collegewide learning management system or email system for all communications with distance education (online) students; (c) keep student work and grades confidential; (d) keep passwords secure and avoid sharing passwords; and (e) follow all applicable FERPA policies and procedures.

C. Library Policy

Mailing Books to Students at a Distance

In support of students currently enrolled in online classes through The Citadel, the Daniel Library will mail print books from the Daniel Library collection to these students. Electronic versions of books and journal articles may be accessed through the Daniel Library site, or requested through normal interlibrary loan channels.

Daniel Library will mail books held in the Daniel Library circulating collections to students currently enrolled in online classes. These students must reside in the United States or have an APO address. Study abroad students can request purchase of electronic versions of needed books. Online students and study abroad students can use interlibrary loan services for journal articles not available in the Daniel Library collections.

Books will be lent for the standard loan periods, with renewals permitted unless the material(s) has/have been placed on hold for another patron. The student is responsible for all books that she/he borrows from the Daniel Library. Although overdue fines do not apply, damage and loss replacement fees will be assessed as needed according to current Daniel Library policies.

Filling a Student Request for Books

- Student will contact the Daniel Library at reference@citadel.edu to place a request.
- Student will provide his/her CWID number, mailing address, and the books needed with complete bibliographic information (title, author, edition or publication date, call number) obtained from the Daniel library electronic catalog <library.citadel.edu>.
- Daniel Library staff will verify that the student is enrolled in distance education (online) coursework during the current semester, will retrieve the requested books and email the student regarding availability of the requested materials. If the item is not available, for whatever reason, the student will be notified by email, and offered other options.
- Materials will be checked out and mailed to the student making the request. Mailing Procedures
- Books will be placed in an envelope/box and prepared to be mailed to the student.

- Each shipment will include a brief policy letter, a list of books charged to the student, a return mailing label, and prepaid return postage. Books will be mailed at library rate.

It is the student's responsibility to make sure that the books are returned to the Daniel Library by the due date. Materials unreturned by the end of the semester may affect pending graduation or other processes related to continuation.

APPENDICES

Appendix A. Distance Learning Policies

Appendix B. Meeting the Regular and Substantive Interaction Standard in Online Courses

Appendix C. The Citadel Online Instructional Contact Guide

Appendix D. Questions from Online Course Worksheet in TaskStream

Appendix E. Citadel Online Committee (Faculty Senate)

Appendix F. Definitions

Appendix A. Distance Learning Policies

Citadel Online, an online portal and virtual environment, is housed in the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL & DE), under the Office of the Provost. Administratively, CEITL & DE supports the faculty and helps realize the college's mission of offering courses and degree programs online.

I. General Citadel Online Policies

- A. Citadel faculty who teach online must be certified through completing the Citadel's approved Online Teaching Program (OTP) which includes the Faculty Online Academy (FOA).
 - B. The Citadel's quality assurance system provides for the application of the Quality Matters (QM) rubric during the course design process, as well as review, by department chairs, deans, and CEITL & DE. Course design validation procedures include a mandatory internal peer review process and an optional external Quality Matters review.
 - C. Review of the design of all new online courses will be conducted at least one semester prior to when they are scheduled to be offered.
 - D. Adherence to the Online Instructional Contact Hours Parity Table ensures that online courses meet the federal definition of a credit hour and provide direct, substantive interaction and collaboration.
 - E. The use of course materials in online courses and programs will adhere to all applicable legal and regulatory requirements including copyright and accessibility.
 - F. Online students are required to complete the Online Student Orientation offered by the CEITL & DE (Fall 2021).
 - G. To ensure academic integrity, distance-learning students taking online classes at The Citadel gain access to course materials and educational resources by means of secure login authentication.
 - H. All student work, grades, and assignments will be housed in The Citadel's approved LMS including assignments, assessments, and grades from third party vendors. Use and integration of third party vendors for online courses is subject to approval by the Associate Provost for Academic Affairs, the Director of CEITL & DE, and the LMS Administrator.
 - I. The Citadel will require a process of authentication during online-proctored exams.
 - J. The Daniel Library will mail books held in the Daniel Library circulating collections to students currently enrolled in online classes. These students must reside in the United States or have an APO address. Electronic versions of books and journal articles may be accessed through the Daniel Library site, or requested through normal interlibrary loan channels. Study abroad students can request purchase of electronic versions of needed books. Online students and study abroad students can use interlibrary loan services for journal articles not available in the Daniel Library collections.
 - K. As per the university's Continuation of Instruction Plan (COIP), all faculty are required to upload their syllabi into The Citadel's approved LMS starting in the spring of 2020.
 - L. As per the university's Continuation of Instruction Plan (COIP), all faculty are required to maintain their gradebooks into The Citadel's approved LMS starting in the fall of 2020.
- II. The following criteria must be met *before* a course can be offered in an online format:
- A. The proposed course meets demonstrable need and does not negatively impact existing undergraduate or graduate offerings at The Citadel.

- B. The online course meets all relevant degree program requirements.
 - C. The online course will be comparable in quality and instructional contact hours (parity) to the on-campus version.
 - D. The integrity of the student work and the credibility of degrees and credits are ensured.
 - E. The program adheres to the SACSCOC guidelines on distance and correspondence education.
 - F. The faculty member teaching the course has completed the necessary training with the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL & DE).
 - G. All online courses must be delivered via the Citadel's approved LMS using the course template. This includes assignments, assessments and grades related to third party vendors.
 - H. The use of course materials in online courses and programs will adhere to all applicable legal and regulatory requirements, including copyright and accessibility.
- III. Once the course is approved for online delivery, the following procedures will become effective:
- A. Department chair(s), program director(s), peer reviewer(s), and/or deans will have access to online courses in their department/school to evaluate course design and teaching. The Center for Excellence in Teaching, Learning, and Distance Education (CEITL & DE) will have access to the Citadel's LMS courses to review course design as outlined in Citadel policy.
 - B. Faculty are expected to have an online presence throughout the week, comparable to a face-to-face course engaging with students via discussion boards, email, and other communication methods (i.e., 3credit-hour course= minimum 3 hours of faculty online presence per week in the LMS).
 - C. Online courses require a minimum of 7 course content-specific discussion boards for a 15 week course and 4 for a 7 week course (a course introduction board is not included in this count)
 - D. Online courses require a minimum of one instructor-student interaction per week that is not limited to grading of assignments (e.g., instructor-facilitated peer feedback groups, synchronous interactions with asynchronous options for students who are unable to attend sessions, video presentations and responses, additional discussion boards, other interactive activities approved by CEITL&DE reviewers)
 - E. Online students are subject to The Citadel's attendance policy. Attendance in an online course is defined by active participation. Completion of tests and assignments, and participation in discussion forums are activities used to document enrollment. Students who have not documented enrollment and participation by the end of the official drop/add period will be administratively dropped from the roll as "never attended."
 - F. The Citadel strives to treat all personal information with the strictest confidentiality and will err in favor of confidentiality whenever possible. It complies with the Family Educational Rights and Privacy Act (FERPA), as outlined in 1718 Memorandum 2-2, Privacy of Student Records (FERPA). These policies apply to distance education (online) courses.
Faculty members teaching blended or online courses are expected to comply with the Citadel's policies on student privacy at all times. In particular, faculty members teaching online courses are expected to (a) use the Citadel's college wide Learning Management System to administer all student assignments in order to ensure the security of student work and grades; (b) use the

Citadel's college wide learning management system or email system for all communications with distance education (online) students; (c) keep student work and grades confidential; (d) keep passwords secure and avoid sharing passwords; and (e) follow all applicable FERPA policies and procedures.

Appendix B. Meeting the "Regular & Substantive Interaction" Standard in Online Courses

One of the factors that the U.S. Department of Education (DoE) looks at when auditing distance education classes is evidence of "**regular and substantive instructor interaction.**" Without evidence of this, the class runs the risk of being labeled a correspondence course (which renders them ineligible for federal financial aid and could result in colleges having to pay back the federal financial aid already awarded).

What Counts as Regular and Substantive Interaction

- The term **regular** is defined as frequent, predictable and built into course design.
- The term **substantive** refers to interaction with a student that is relevant to the academic subject matter in which the student is engaged.

Examples of Substantive Content

- **Direct, personalized interaction** between the student and the instructor related to a course outcome that is initiated by the instructor, even if they are not struggling and do not specifically ask for assistance.
- **Communication** that continues the learning experience, adding depth and insight to the discussion already provided by the student, affording the instructor the opportunity to reaffirm key concepts.
- **Personalized feedback and support** that provides critiques, comments or evaluations for work submitted by individual students or groups, referring to additional sources for supplementary information when appropriate. When a rubric is used, specific feedback should be tailored to the student's performance and detail beyond the standard rubric categories. ***What DOES NOT Count as Regular and Substantive Interaction***

- Instructor posts an announcement about a due date.
- Students receive **only** pre-written feedback from a rubric on an assignment (no additional comment beyond rubric categories).
- Student watches a recorded lecture.
- Instructor responds to emails about unlocking assignments or extending quiz time.

How to Enhance Regular and Substantive Instructor Presence in Distance Education Courses

- **Communicate the expectation of interaction and have a communication statement in the syllabus.** *Explanation:* Instructor includes a communication statement in the syllabus which informs students how interaction will take place in the course.
Example: The syllabus details the requirements for frequent and timely course communication. Students know what is expected of them and what they can expect from the instructor.

- **Initiate Interaction with Students**

Explanation: Instructor initiates interaction with students throughout the course even if the student is not struggling and does not specifically reach-out to the instructor for assistance.

Example: Instructor asks a follow-up question in a discussion board.

- **Provide personalized feedback about a student's performance on assignments and assessments.**

Explanation: Students are provided with personalized feedback on assignments, discussions, and quizzes as to how they did and steps for further learning.

Example: Instructor annotates on a student's draft and explains how the student can improve the connection between the thesis and supporting points in the comments field.

- **Leverage technology tools to facilitate interaction.**

Explanation: Instructor uses announcements, discussion boards, chat, online meetings and other communication methods within the LMS to interact with students regarding course content (assignments and discussions housed within third-party vendors are not acceptable, as regular and substantive interaction cannot be verified).

Example: Instructor holds a synchronous web-conference before an exam showing how to work problems and answers student questions.

Ensuring Compliance Within Canvas

- **Check** how long it's been since your last interaction with your students in Canvas using this guide: [How do I view a summary of all student interactions in a course?](#)
- **Automatic reminders** can also be set up in Canvas to notify you if you have not contacted a student in the last week. You can set up these alerts and others yourself (Course Settings -> Alerts -> click + Trigger -> click + Recipient -> Save Alert) or contact eLearning if you would like for us to set them up for you.

Appendix C. The Citadel Online Instructional Contact Hour Guide

This guide can be used to complete the Online Instructional Contact Hour Table in Taskstream.

| Course Component Direct Instruction | Description | Hours Per Occurrence | | | | |
|--|---|---|-----------------|---------|-----|---------------------|
| Blogs and Reflective Journals | Application of learning through reflective analysis and application to the subject matter. | 1 hour | | | | |
| Case Study | Faculty directed activity requiring in/depth, application, synthesis, evaluation related to course objectives. Includes faculty feedback and assessment. | 2 hours | | | | |
| Chat rooms | Faculty directed synchronous opportunity for collaborative learning. Defined expectations of participation are given to all students through the syllabus. | .5 hour | | | | |
| Clinical Supervision On Site | Face-to-face weekly clinical supervision. | 1:1 hours for length of experience | | | | |
| Consultation / Meeting / Conference | Can include phone meetings, in person or other multimedia communication with formative or summative feedback. | 1:1 hours for length of event | | | | |
| Discussion Boards | <p>Faculty directed threaded discussions that relate directly to course objectives. Thoughtful analysis of course material and readings as well reflective and insightful comments on the posts of others is expected. Time allocation will depend on complexity of post and/or response.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Post</td> <td style="text-align: center;">Response</td> </tr> <tr> <td style="text-align: center;">0.5-1.0</td> <td style="text-align: center;">0.5</td> </tr> </table> | Post | Response | 0.5-1.0 | 0.5 | .5 - 1 hours |
| Post | Response | | | | | |
| 0.5-1.0 | 0.5 | | | | | |

| | | |
|-----------------------|--|---|
| Exam / Quizzes | Assessment of knowledge including true/ false, multiple choice, fill in the blank, short answer, essay questions, etc. | .5 hours / 10 questions .75 hours / 10 for short answer questions .25 hours / essay question |
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| Field Trips | Faculty directed outside of class experience. | 1:1 hours for length of experience |
| Fieldwork | Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time should be listed on the course syllabus. | 1:1 for length of hours |
| Group activity / project | Faculty directed group activity targeted toward specific learning objectives. | 1:1 hours for length of each meeting |
| Group or organization participation | Faculty directed participation in an outside group or organization. | 1:1 for length of observation or participation time |
| Guest Presentation | Faculty directed viewing of film or filmed speaker event related to course objectives. | 1:1 hours for length of presentation |
| Hands on simulated, active, learning | Independent application of learning. | Time estimated by faculty |
| Lab Assignments | Lab assignment planned with a pedagogical objective. | Time estimated by faculty |
| Lecture online, live synchronous / asynchronous | Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives. | 1:1 hours for length of lecture |
| Library Guidance and overview of | Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives. | 1 hour |
| Multimedia | Faculty Directed use of social media, video, podcasts, VOD casts, music, etc. | 1 hour or 1:1 hours for length of media |

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| Orientation to Course / Technology | Faculty directed orientation to course and / or review of technology related to course objectives. | 1.5 hours |
| Readings | <p>This is for reading out of classroom work / homework.</p> <ul style="list-style-type: none">• Easy/Brief 3-4 minutes per page• Normal 4-5 minutes per page• Difficult 5-10 minutes per page | 3- 10 mins / page |

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| Self or Peer Assessment of work | Facilitated and monitored activity with a pedagogical purpose. | 1 hour |
| Service learning | Involves in and out of class with service to the community as the pedagogical strategy. | 1:1 hours for length of activity |
| Student Project | Faculty directed activity targeted toward specific learning objectives; student works independently and completes project with faculty provided guidance. Can count each week as an occurrence. | 1 hour |
| Exam / Quizzes | Assessment of knowledge including true/ false, multiple choice, fill in the blank, short answer, essay questions, etc. | .5 hours / 10 questions .75 hours / 10 for short answer questions .25 hours / essay question |
| Field Trips | Faculty directed outside of class experience. | 1:1 hours for length of experience |
| Fieldwork | Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time should be listed on the course syllabus. | 1:1 for length of hours |
| Group activity / project | Faculty directed group activity targeted toward specific learning objectives. | 1:1 hours for length of each meeting |
| Group or organization participation | Faculty directed participation in an outside group or organization. | 1:1 for length of observation or participation time |

DISTANCE LEARNING HANDBOOK

| | | |
|--|--|---|
| Guest Presentation | Faculty directed viewing of film or filmed speaker event related to course objectives. | 1:1 hours for length of presentation |
| Hands on simulated, active, learning | Independent application of learning. | Time estimated by faculty |
| Lab Assignments | Lab assignment planned with a pedagogical objective. | Time estimated by faculty |
| Lecture online, live synchronous / asynchronous | Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives. | 1:1 hours for length of lecture |

DISTANCE LEARNING HANDBOOK

| | | |
|---|--|--|
| Library Guidance and overview of | Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives. | 1 hour |
| Multimedia | Faculty Directed use of social media, video, podcasts, VOD casts, music, etc. | 1 hour or 1:1 hours for length of media |
| Orientation to Course / Technology | Faculty directed orientation to course and / or review of technology related to course objectives. | 1.5 hours |
| Readings | <p>This is for reading out of classroom work / homework.</p> <ul style="list-style-type: none"> • Easy/Brief 3-4 minutes per page • Normal 4-5 minutes per page • Difficult 5-10 minutes per page | 3- 10 mins / page |
| Self or Peer Assessment of work | Facilitated and monitored activity with a pedagogical purpose. | 1 hour |
| Service learning | Involves in and out of class with service to the community as the pedagogical strategy. | 1:1 hours for length of activity |
| Student Project | Faculty directed activity targeted toward specific learning objectives; student works independently and completes project with faculty provided guidance. Can count each week as an occurrence. | 1 hour |

Appendix D. Questions from Online Course Worksheet in Taskstream

How should we access your course to complete the review?

- The “live” Course
- Development Course

For Development Courses, please list the development course number and name exactly as it is listed in The Citadel’s approved LMS.

Is this a new course or revision of an existing course?

- Existing
- New—Please provide date/expected date of Curriculum Committee approval

Describe the Course Format

- Blended -- 30-79% of instructional contact time offered via distance modes.
- Fully Online -- 80% or more of instructional contact time offered via distance modes.

Has the course been offered online at least twice? (This is for informational purposes only and is not a requirement.)

Is the course stand-alone or part of a sequence?

- Stand-alone
- First in sequence
- Second or third in sequence

Is this course used as a “master” course -- i.e., a course with multiple sections and/or multiple instructors to teach?

Is the syllabus set by the school/department or may the instructor modify it?

Provide a list of the course-level objectives used in this course. The objectives listed here must match those found in the course syllabi.

Note: It is not possible to complete the course review if measurable learning objectives are not present. Please consult the Center for Excellence and Innovation in Teaching, Learning, and Distance Education for more information.

What is the source(s) of the course-level objectives?

- Created by the instructor
- Mandated by the school/department
- Other

Provide a list of the module/unit-level objectives used in this course. The objectives listed here must align to those found in the course syllabi.

Note: It is not possible to complete the course review if measurable learning objectives are not present. Please consult the Center for Excellence and Innovation in Teaching, Learning, and Distance Education for more information.

What is the source(s) of the module/unit-level objectives?

- Created by the instructor
- Mandated by the school/department
- Other

Explain opportunities provided in the course that enable learners to track their learning progress.

List the major instructional materials required in the course (e.g., textbook, etc.).

Are publisher materials used in this course?

If applicable, provide instructions for reviewers to access publisher materials

Are third-party tools or social media used in this course?

If applicable, provide a list of third-party tools or social media here.

To avoid copyright violation, do your course materials (articles, streaming media, etc.) conform to fair-use guidelines, remain restricted to students registered for your class, and include a copyright statement?

Note: If "No," or you are unsure, contact Daniel Library at 943-953-2569 or email reference@citadel.edu. Instructors are expected to familiarize themselves with the copyright law's definition of fair use, and to use a standard citation format to attribute each work that is included or excerpted. Consult the Copyright LibGuide for more information, which can be accessed at the site below:
<https://library.citadel.edu/copyright>

Does the course include any real-time instructor-learner interaction?

If "Yes," list the synchronous activities. (E.g. web conferencing, Skype, etc.)

If "Yes," is participation in the real-time component required, or may learners access these events asynchronously?

In what ways are learners required to interact online with the instructor (e.g., email, discussion forums, chat, etc.)?

Are learners asked to introduce themselves to the class?

Note: It is not possible to complete without learner introductions.

How do you facilitate learner-to-learner interaction (e.g., on discussion boards, in forums, in group work, etc.)?

Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

Note: All instruction, course materials, and assessments must be housed within The Citadel's approved Learning Management System (LMS).

Was this course designed specifically to meet Quality Matters (QM) standards?

Has the course instructor received professional development in the application of QM standards?

Identify any specific aspects of this course you would like feedback on from the Center for Excellence and Innovation in Teaching, Learning, and Distance Education. (If none, please enter "N/A.")

Please provide any other information you want to communicate to the Center for Excellence and Innovation in Teaching, Learning, and Distance Education about your course. (If none, please enter "N/A.")

Have you completed the Instructional Contact Hours Parity spreadsheet?

It is not possible to complete this review without a submitted and approved Instructional Contact Hours Parity spreadsheet. Please attach it using the "Attachments" option. If you have not completed this, please contact the Center for Teaching Innovation.

Appendix E. Citadel Online Committee (Faculty Senate)

The CEITL & DE Online Advisory Committee is comprised of at least one faculty member from each of the departments/schools and CEITL & DE staff leadership. The CEITL & DE is chaired by the CTI Director. The CEITL & DE Online Advisory Committee members guide the Center in areas such as services, training/workshop offerings, decision on the adoption of new technologies, promotion of CEITL & DE events, and Citadel Online.

Faculty Senate Citadel Online Committee Mission

The Citadel Online Committee will monitor and update policies for online teaching. It will also ensure compliance with accrediting bodies, standards, and policies adopted by The Citadel regarding online teaching.

Charter

I. Membership

A. Representation

Each school that has an online undergraduate or graduate program including the library will have one member on the committee. The Director of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education will also serve as a member.

B. Tenure

Academic faculty members apart from the committee chair will serve three year rotating terms, staggered so that at all times up to two-thirds of the committee have a collective memory of past decisions. All non-academic members of the committee serve one-year terms. An academic faculty member may request a second consecutive three-year term; no faculty member may serve on the committee for more than six years consecutively. If a faculty member cannot complete a term, the Executive Council will select another member to fill the un-expired term. Time spent filling the term of another faculty member will not count toward the "six-year rule" outlined above.

A. Chair

The committee shall have a chair selected by the vote of the Committee at its first meeting of each calendar year. The term of the chair lasts until the next election. A member may not serve as committee chair for more than three years consecutively. The chair is responsible for scheduling and presiding over committee meetings, representing the committee before outside bodies, and producing an annual report of committee activities.

B. Senate Liaison

The committee shall have at least one member who is a sitting senator on the Faculty Senate. This person will coordinate pertinent information to and from the Faculty Senate. He or she may bring the committee reports and actions to the Senate, or bring another committee member to do so.

C. Subcommittees

The committee may form subcommittees to perform specific tasks. Subcommittee members do not need to be members of the standing committee. Subcommittees report their actions to the Committee. The Senate Executive Committee may be asked to help to staff subcommittees.

D. Meetings

The committee must meet at least twice during the calendar year [once in the Spring and once in the Fall]. The chair must hold a meeting if requested in writing by at least one-third of the voting members. A quorum consists of one-half of the voting membership.

III. Activities

III.1 General Activities of Standing Committees

A. Information

The Citadel Online Committee will update and amend the Online Policies and Procedures manual as necessary and at least once every two years. The committee disseminates information by means of

1. a response (report) to a department or committee based upon a request for information
2. reports generated from within the committee
3. periodic status reports to the college as specified in its charter

B. Annual report

The Citadel Online Committee will prepare an annual report summarizing its activities over the previous academic year. The report must include all decisions of the committee, excluding confidential matters. Copies of this report will be made accessible to all Citadel faculty, staff and students.

C. Other reports

The committee is responsible for the timely dissemination of all reports to the Citadel community. Committee reports shall be made available as directed by the Faculty Senate. Reports may contain recommendations or proposals. For the purposes of gathering information (see above), all reports are to be considered published information.

D. Tasks

1. Update and review online teaching policies and manuals (including the Faculty Handbook).
2. Ensure that online courses are delivered in accordance with accreditation and internal quality controls.
3. Review and update evaluation and assessment of online teaching
4. Review and update requirements for online faculty on-boarding and training.

III.2 Specific Activities of the Citadel Online Committee

The committee has charge of all matters concerning online teaching, including but not limited to:

1. Review and update the Faculty Handbook and procedures for online instruction.
2. Review and update evaluation and assessment of online teaching in accordance with accreditation and internal quality controls.
3. Review and update requirements for online faculty on-boarding and training

IV. Autonomy

To ensure the efficiency and quality of committee work, the committee is granted a degree of autonomy over its own operations. Upon receiving a request from another college body, the committee will vote to accept or reject the request. A request for information can be rejected for the following reasons:

1. The request is unclear; the committee chair will ask the requesting body to clarify any ambiguities and resubmit the request.
2. The committee's workload is currently too great to perform the task in the requested time frame; the chair will return the request and suggest a date for re-submittal.
3. The task falls outside the scope or sphere of interest of the committee; the chair will ask the requesting body to either submit the request to another committee or (if the task falls within the scope of more than one committee) divide the task between the committees.

4. The committee does not have the resources or the authority to complete the task; the chair will explain which parts of the task cannot be completed, and the requesting body may resubmit a modified request.

V. Amending the Charter

The Citadel Online Committee may modify its charter in consultation with the Executive Committee. Proposals for changes in the committee charter come to the Executive Committee, which negotiates the changes with the standing committee and with any affected administrative departments. Consensus requests are forwarded to the Faculty Senate for approval. In case of a lack of consensus, competing proposals may be sent to the Senate for consideration.

Appendix F. Definitions

The Citadel uses the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) and Online Learning Consortium's (OLC) definitions for face-to-face and distance learning course and programs as outlined below.

Distance Education Program- The Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) defines a “distance education” program as “any credit-bearing educational program (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes.” Academic programs meeting this definition will require additional approval and reporting for accreditation purposes. In a distance learning class, “The delivery of some or all of instructional content is reliant upon an alternative delivery method in addition to or in place of traditional face-to-face instruction where students and the instructor meet in the same place and at the same time. If any one student receives instruction (contact hours) through an alternate delivery method then the course by default may be termed as a distance learning course.”

Classroom Course- Course activity is organized around scheduled class meetings. Traditional classroom courses are measured by the number of hours spent in required in person class meetings in various formats, such as lectures, studios, or workshops or other traditional face-to-face activities, such as laboratories, field trips, or internships. Such courses may involve some sort of computer usage—for example, a software simulation or laboratory or design software for art or engineering applications—but the course is still anchored to the normal time spent in face-to-face classes. For the purposes of clarity in these definitions, courses that use technology at this level are considered to be “classroom” courses.

Synchronous Distributed Course- Web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time. These courses use web conferencing or other synchronous e-learning media to provide access to a classroom experience for students at off-campus locations (such as places of employment, other campuses, etc.) while otherwise maintaining a normal face-to-face classroom schedule. These courses may mix on-campus and remote students, with on campus students being face-to-face with their instructor and remote students participating simultaneously via technology.

Web-Enhanced Course- Online course activity complements class sessions without reducing the number of required class meetings. When Internet access is required to complete course requirements, and when this Internet-based work augments classroom activity or supplants a relatively small amount (typically, 20 percent or less) of the traditional classroom activity, the course is considered a “web-enhanced course.” Traditional courses and web-enhanced courses are very similar, but are placed in separate categories because web-enhanced courses require additional faculty and student support, and very likely additional technology.

Blended (also called Hybrid) Classroom Course- Online activity is mixed with classroom meetings, replacing a significant percentage, but not all required face-to-face instructional activities. When the technologies used for education and communication outside the classroom are used to supplant some, but not all face-to-face instruction, reducing the time actually spent in the classroom, the result is a blended classroom course. For example, if a course traditionally meets in a classroom three times per week, a blended version might use online sessions to replace one or two of the traditional weekly classroom sessions or to focus face-to-face sessions on laboratory or project work.

Blended (also called Hybrid) Online Course- Most course activity is done online, but there are some required face-to-face instructional activities, such as lectures, discussions, labs, or other in-person learning

activities. These courses are the mirror image of blended classroom courses. Most course activity is conducted online, but a small amount of scheduled in-person classroom or other onsite group activities events are required. Online delivery replaces all but a few required face-to-face sessions. While this category of course may commonly be called an “online” course, the distinction is important because the inclusion of face-to-face work sets some geographic limitations on student access to the course.

Online Course- All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity. Purely online courses totally eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements that facilitate the three critical student interactions: with content, the instructor, and other students.