

Quality Assurance of Online Courses Manual

Quality Assurance of Online Courses Manual

**Georgia Virtual Technical College
8100 Bob Williams Parkway
Covington, GA 30014
Phone: 1-877-532-4882
FAX: 770-784-3139**

Acknowledgements

Quality Assurance Ad Hoc Committee

Linda Barrow, Lanier Technical College
Valerie Bentley, Georgia Virtual Technical College
Cathy Brock, Georgia Virtual Technical College
Eddie Gore, West Central Technical College
Darryl Harrison, West Georgia Technical College
Kathryn Hornsby, Georgia Department of Technical and Adult Education
Aura Leigh Jenkins, Lanier Technical College
Lance Johnson, Southeastern Technical College
Fred Kiehle, Georgia Department of Technical and Adult Education
April McDuffie, East Central Technical College
Britt Watwood, Gwinnett Technical College

Table of Contents

Acknowledgements	iii
Introduction.....	1
Mission	1
Definition	1
Quality Assurance Procedure for GVTC Online Courses.....	2
Quality Assurance Rationale	2
Five-Step Procedure.....	2
Instructor Training.....	2
Course Development.....	2
Online Steering Committee Review	3
Course Piloted as Web-Enhanced	4
Course Offered Online	4
Appendix A	5
General Program Standard for Online Program Delivery Mode	6
GVTC Principles of Good Practice: Criteria for Web-based Courses (Quality Assurance Checklist)	8
Appendix B	16
Proposed Online Course Institutional Review Process Form.....	17
Evaluation Summary for Online Classes.....	18
Quality Assurance Five-Step Procedure Flowchart	19

Introduction

The Georgia Virtual Technical College (GVTC) is a consortium of independent technical colleges working in a collaborative manner to create occupational courses and programs, using a standardized curriculum delivered over the Internet and through local centers.

Our Mission

The mission of the Georgia Virtual Technical College (GVTC) is to provide students with a central point of reference for programs and support services offered electronically through its state system of technical colleges.

Definition

The Georgia Virtual Technical College (GVTC) is the electronic clearinghouse for the thirty-four (34) Georgia technical colleges. Some of the services provided by GVTC are:

- Portal Web Site (<http://www.gvtc.org>)
- Course Management Software (Blackboard)
- Faculty Training and Design/Development Support
- Technical Support
- Help Desk—24/7 Blackboard Support
- Online Course Catalog
- Online Orientation
- Distance Learner Self-assessment and Internet 101 Tutorial
- Learner Resource Center
- Online Application
- 1-877-532-4882 for General Information
- Quarterly Student Services Satisfaction Survey
- Course Evaluation Survey
- SMARTHINKING Tutoring Service
- Annual GVTC Summit
- Developmental Grants for Instructors
- Online Continuing Education
- Student Services Training for Student Services Personnel

Quality Assurance Procedure for GVTC Online Courses

This manual was developed to assist the colleges in developing quality online credit based programs and courses that adhere to the Georgia Department of Technical and Adult Education's (GDTAE) program standards, accrediting agencies' distance learning policies and GVTC's Principles of Good Practice: Criteria for Web-based Courses to promote excellence in teaching and learning.

Quality Assurance Rationale

Quality assurance of e-learning courses is essential on three (3) levels:

1. **Institutional Level.** To advance and protect the reputation of the educational institution in attracting students, qualified faculty members, and collaboratives with business and industry.
2. **Student Level.** To assure the student that his/her credential is recognized by prospective employers and is relevant in today's workforce.
3. **Faculty Level.** To provide training, resources, and technical support for the development of new online courses and the maintenance of on-going online courses.

Five-Step Procedure

1. **INSTRUCTOR TRAINING** --The instructor is trained in Blackboard either by the GVTC certified Blackboard trainer or a certified Blackboard trainer in the instructor's consortium area. To verify an instructor has been Blackboard trained, access these links:
 - **Trained by GVTC:** <http://www.gvtc.org/pdc/admin/modtrain.asp>
 - **Trained by Trainers:** <http://www.gvtc.org/pdc/admin/modbbtrain.asp>
2. **COURSE DEVELOPMENT** -- After becoming Blackboard certified, the instructor develops the course using the **General Program Standard for Online Delivery Mode** (Appendix A, Exhibit 1, page 6) and the **GVTC Principles of Good Practice: Criteria for Web-based Courses Quality Assurance Checklist** (Appendix A, Exhibit 2, page 8).

A mentor or veteran online instructor should be assigned to the novice instructor at this time to assist in developing the course. Once course development is complete, the course is submitted to the GVTC coordinator or designated college official to review the course in *Blackboard* to verify that the course meets the quality assurance criteria. For additional development resources, access the [GVTC Faculty Online](#) website.

If the course meets the quality assurance criteria, the evaluator and the instructor sign the last page of the **GVTC Principles of Good Practice: Criteria for Web-based Courses Quality Assurance Checklist** (Appendix A, Exhibit 2, page 8) and attach it to the **Proposed Online Course(s) Institutional Review Process (IRP)** document (Appendix B, Exhibit 3, page 17) with **Section 1** of the document completed by the instructor and **Section 2** completed by the evaluator. It is then sent to the **Online Steering Committee** for approval. Once approved by the **Online Steering Committee**, it is filed in the instructor's supervisor's office or with the designated college official.

If the course does not meet the quality assurance criteria, the instructor will amend the course per the evaluator's suggestions and then be reviewed by the Online Steering Committee.

- 3 ONLINE STEERING COMMITTEE REVIEW** -- Once the course is developed by the instructor and critiqued by the evaluator, the instructor will submit the course for review to the technical college's **Online Steering Committee** for permission to teach the course in upcoming quarters.

Members of the Online Steering Committee will be appointed by the Vice President of Instruction. This committee will review the course using the **Proposed Online Course(s) Institutional Review Process (IRP)** document (Appendix B, Exhibit 3, page 17).

There are three (3) sections to this document:

- 1. Section 1--Proposed Web Course Information** is to be completed by the instructor requesting permission to teach the online course and includes instructor name, program area, course prefix and course name, quarter requested, course description and rationale for offering the course as well as any special hardware/software needs/requirements.
- 2. Section 2—Institutional Process Checklist** is to be completed by the GVTC Coordinator or designated college official. All criteria in this section must be met before the committee can grant approval to teach the course.
- 3. Section 3—Institutional Approval** is to be completed by the Online Steering Committee. Signatures of three (3) committee members plus the signature of the Vice President of Instruction are recommended for approval to teach the course.

This document will remain on file in the instructor's supervisor's office or with the designated college official.

- 4 **COURSE PILOTED AS WEB-ENHANCED** -- The approved course should be taught as a web-enhanced course one (1) quarter before delivering it totally online if possible.

- 5 **COURSE OFFERED ONLINE** -- The course is taught totally online. Toward the end of the quarter, the online student is given the opportunity to evaluate the course and the instructor using a course evaluation instrument. The designated college official also evaluates the course by observation and use of the **GVTC Principles of Good Practice: Criteria for Web—based Courses (Quality Assurance Checklist)** (Appendix A, Exhibit 2, page 8) and provides feedback to the instructor by providing a copy of the completed evaluation form to the instructor.

If suggestions for improvement are made, the instructor must demonstrate to the evaluator that these suggestions for improvements have been adopted before the course can be taught again. The instructor identifies these changes/improvements by completing the **Evaluation Summary for Online Classes Form** (Appendix B, Exhibit 4, page 18).

For clarification of the five step procedure see the **Quality Assurance Five-Step Procedure Flowchart** (Appendix B, Exhibit 5, page 19).

NOTE: All on-going online courses should be evaluated on a routine basis (at least once a year) which will be determined by the Vice President of Instruction.

APPENDIX A

GENERAL PROGRAM STANDARDS

INSTRUCTIONAL PROGRAM

Online Program Delivery Mode

Standard Number:

Standard Statement

Online educational courses and programs offered for credit through the Georgia Virtual Technical College must meet accepted standards for best practice as well as the minimum program and institutional standards established by the Georgia Department of Technical and Adult Education.

Explanatory Comment

An online program consists of the procedures, courses and programs offered by a technical college over the Internet to develop competencies for a specific occupation.

The Georgia Virtual Technical College shall serve as the clearinghouse for online instruction offered through technical colleges in Georgia.

Evaluative Criteria

Programs offered online through the Georgia Virtual Technical College shall have admission, retention and credential requirements that are qualitatively consistent with those in effect for on-campus programs.

Programs offered online through the Georgia Virtual Technical College shall have individual student records including financial aid and educational progress records permanently maintained by the program home campus.

Courses offered online through the Georgia Virtual Technical College must meet quality assurance criteria approved by the GVTC Board.

Program instructors teaching online are required to initiate contact with students daily during the drop-add period and at least three times a week thereafter.

Program instructors teaching online must be trained in the software platform used to offer the course.

Technical colleges must ensure online program quality through appropriate involvement of on-campus administrators and faculty in planning, peer review, approval and on-going evaluation.

CS-8 Online Course Program Delivery Mode XX-05-12Measure Statement:

Online educational courses and programs offered for credit through the Georgia Virtual Technical College meet accepted standards for best practices as well as the minimum program and institutional standards established by the GDTAE.

Evaluative Criteria:

- Programs offered online through the Georgia Virtual Technical College shall have admission requirements, financial aid requirements, and adequate student services that are qualitatively consistent with those in effect for on-campus programs.
- Courses offered online through the Georgia Virtual Technical College must meet quality assurance criteria approved by the GVTC Board.

Documentation

- Admissions and financial aid policy procedures
- GVTC criteria for web-based course checklist
- Online course evaluations
- Online course instructor training documentation
- Online course approval process documentation
- Online course documents (provide online access at PAR)

Measure Met: Yes _____ No _____ NA _____

GVTC Principles of Good Practice: Criteria for Web-based Courses (Quality Assurance Checklist—Part 1)

Instructor: _____ Course ID: _____ Quarter: _____

		Description/ Definition	Does the course meet the criteria in this area?
1. Course Design	1. Course content is aligned with DTAE curriculum standards.	<input type="checkbox"/> Course objectives <input type="checkbox"/> Course assignments <input type="checkbox"/> Course assessments	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	2. The course contains a student orientation.	Explains: <input type="checkbox"/> How to get started <input type="checkbox"/> How to use Blackboard <input type="checkbox"/> Technical equipment requirements <input type="checkbox"/> Technology competency requirements <input type="checkbox"/> Browser recommendations <input type="checkbox"/> Drop deadlines <input type="checkbox"/> Format for assignments <input type="checkbox"/> Requirements for chat room and/or e-mail <input type="checkbox"/> Instructor response time <input type="checkbox"/> Troubleshooting advice	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	3. The course contains staff information.	<input type="checkbox"/> Instructor name <input type="checkbox"/> Appropriate picture (optional) <input type="checkbox"/> E-mail address <input type="checkbox"/> Telephone and fax numbers <input type="checkbox"/> Office hours	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info

	Criteria	Description/ Definition	Does the course meet the criteria in this area?																																																
1. Course Design	<p>4. The course contains a syllabus and supporting documents.</p>	<p>Includes items such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course number <input type="checkbox"/> Course title <input type="checkbox"/> Correct course section number and quarter <input type="checkbox"/> Course description <input type="checkbox"/> Course contact and credit hours <input type="checkbox"/> Course prerequisites <input type="checkbox"/> Course objectives <input type="checkbox"/> Course assignment <input type="checkbox"/> Course test schedule <input type="checkbox"/> Required course materials <input type="checkbox"/> Information on dropping the course <input type="checkbox"/> Grading criteria <input type="checkbox"/> Testing information <input type="checkbox"/> Library resources <input type="checkbox"/> Any on-campus requirements <input type="checkbox"/> Work ethics information 	<table border="0"> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> </table>	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info
	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																
	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																
	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<p>5. Course document section includes a variety of learning media.</p>	<p>Includes course content delivered through media such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint presentations <input type="checkbox"/> Short lectures in audio or video format <input type="checkbox"/> Links to resources on websites <input type="checkbox"/> CD-Rom materials 	<table border="0"> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> </table>	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<p>6. Course assignments are designed to be interactive.</p>	<p>Requires students to interact with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each other <input type="checkbox"/> Their instructor via e-mail, chat room, and/or discussion board. 	<table border="0"> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> </tr> </table>	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																											
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info																																																	
<p>7. Course assignments are designed to address a variety of learning styles.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written assignments <input type="checkbox"/> Reading activities <input type="checkbox"/> Discussions <input type="checkbox"/> Simulations <input type="checkbox"/> Case studies <input type="checkbox"/> Other options 	<table border="0"> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> <tr> <td><input type="checkbox"/>Meets</td> <td><input type="checkbox"/>Does Not</td> <td><input type="checkbox"/>Needs More Info</td> <td><input type="checkbox"/>N/A</td> </tr> </table>	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																					
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not	<input type="checkbox"/> Needs More Info	<input type="checkbox"/> N/A																																																

		Criteria	Description/Definition	Does the course meet the criteria in this area?
1. Course Design		8. Course assignments give students the opportunity to engage in critical and abstract thinking.	Students are challenged to complete one or more of the following: <input type="checkbox"/> Solve problems <input type="checkbox"/> Apply concepts in context <input type="checkbox"/> Complete practical applications	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A
		9. The course structure includes adequate and appropriate methods and procedures to measure student mastery of course competencies.	Assessments include a variety of the following: <input type="checkbox"/> Online or proctored testing <input type="checkbox"/> Standardized tests <input type="checkbox"/> Projects <input type="checkbox"/> Demonstrations <input type="checkbox"/> Presentations <input type="checkbox"/> Case studies	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> N/A
	Comments/feedback for online instructor concerning course design:			

GVTC Principles of Good Practice: Criteria for Web-based Courses (Quality Assurance Checklist—Part 2)

		Description/ Definition	Does the course meet the criteria in this area?
2. Instructional Process**	10. The instructor interacts routinely with students.	Initiates contact on the: <input type="checkbox"/> First day of class <input type="checkbox"/> Daily through drop-add period <input type="checkbox"/> At least three times per week thereafter	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	11. The instructor monitors student activity adequately.	<input type="checkbox"/> Contacts students who are having difficulties <input type="checkbox"/> Checks course statistics to note frequency of student login	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	12. The instructor provides adequate student support.	<input type="checkbox"/> Responds to student e-mails promptly <input type="checkbox"/> Provides substantive and timely responses to assignments and tests.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	13. The instructor is accessible to students.	<input type="checkbox"/> Maintains office hours at different times of the day to be accessible to working students <input type="checkbox"/> Posts lack of availability when sick or traveling <input type="checkbox"/> Informs students of weekend e-mail policy	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	14. The student stays in contact with instructor	<input type="checkbox"/> Demonstrates class attendance by various means as directed by online instructor which may include e-mails, submitting work, chat rooms, and/or discussion boards.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info

		Description/ Definition	Does the course meet the criteria in this area?
2. Instructional Process**	15. The instructor incorporates work ethics into course instruction	<input type="checkbox"/> Advises students of the work ethics topic of the week and utilizes activities related to the topic. Instructor ensures student participation by requiring e-mail or other online method of confirmation such as discussion board.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	16. The instructor ensures that the course is qualitatively consistent with same traditional course.	<input type="checkbox"/> Strives toward consistency between traditional and online courses.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
Comments/feedback for online instructor concerning instructional process:			
<p>** If these criteria are checked by PAR team members, documentation will be expected for current quarter only or, when a PAR takes place within the first two weeks of a quarter, for the previous quarter.</p>			

GVTC Principles of Good Practice: Criteria for Web-based Courses (Quality Assurance Checklist—Part 3)

		Description/ Definition	Does the course meet the criteria in this area?
3. Institutional Process	17. Instructor is qualified.	<input type="checkbox"/> The instructor meets requirements of DTAE and accrediting agency.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	18. Instructor has met training requirements to teach an online course.	<input type="checkbox"/> Instructor has been trained through GVTC or the instructor’s consortium area certified Blackboard trainer.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	19. The institution has a review process for new online courses.	<input type="checkbox"/> The GVTC Coordinator and other appropriate faculty, staff and administrators review proposed courses.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	20. The institution has a review process for on-going online courses.	<input type="checkbox"/> The GVTC Coordinator and other appropriate faculty, staff and administrators review on-going online courses.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	21. Online students are provided with support services.	<input type="checkbox"/> Students have access to reasonable and adequate support services.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
	22. Online students are provided with adequate information on institutional processes.	Students receive complete and timely information on: <input type="checkbox"/> Registration and testing processes and deadlines <input type="checkbox"/> Financial aid processes and deadlines <input type="checkbox"/> Cost and payment policies and deadlines.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info <input type="checkbox"/> Meets <input type="checkbox"/> Does Not <input type="checkbox"/> Needs More Info
Comments/feedback for online instructor concerning institutional process:			

GVTC Principles of Good Practice: Criteria for Web-based Courses (Quality Assurance Checklist—Part 4)

Evaluation of Course/Instructor		Description/ Definition	Does the course meet the criteria in this area?
	<p>23. An evaluation of each online course for each instructor is conducted.</p>	<p><input type="checkbox"/> An appropriate online evaluation instrument is made available for students to complete quarterly.</p> <p><input type="checkbox"/> The online course is qualitatively consistent with evaluation of traditional course.</p>	<p><input type="checkbox"/>Meets <input type="checkbox"/>Does Not <input type="checkbox"/>Needs More Info</p> <p><input type="checkbox"/>Meets <input type="checkbox"/>Does Not <input type="checkbox"/>Needs More Info</p>
<p>24. An observation for each online course and instructor is conducted quarterly.</p>	<p><input type="checkbox"/> The appropriate designated college official is enrolled in each course and utilizes this form in entering and observing each online course.</p>	<p><input type="checkbox"/>Meets <input type="checkbox"/>Does Not <input type="checkbox"/>Needs More Info</p>	
<p>Comments/feedback for online instructor concerning evaluation of course/instructor:</p>			

Overall Evaluation:

Evaluator's Name	Title	Signature	Date
-------------------------	--------------	------------------	-------------

Instructor's Name	Signature	Date
--------------------------	------------------	-------------

Evaluation Comments:

APPENDIX B

Proposed Online Course Institutional Review Process (IRP)

Section 1. Proposed Online Course Information

(To be completed by instructor requesting permission to teach online course.)

Instructor:		Program Area:	
Course Prefix and Course Name:		Qtr. Requested:	
Proposed Online Course Description and Rationale for Offering Online:			
Any Special Hardware/Software Needs/Requirements:			
Is this course being offered online for the first time?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If the answer is No to the previous question, please indicate the name of the instructor who taught the course and the quarter/year it was taught.		Name	Qtr./Year

Section 2. Institutional Process Checklist (To be completed by GVTC Coordinator or designated official.)

Criteria	Description/Definition	Yes	No	Information Needed
The instructor is qualified.	The instructor meets requirements of DTAE and accrediting agency.			
The instructor has met training requirements to teach online.	Instructor has attended and completed Blackboard training. A copy of the certificate is on file in the instructor's supervisor's office.			
The instructor has adhered to the GVTC Principles of Good Practice in the development of the course.	Each criteria for course design and instructional processes has been met.			
The online students are provided with support services.	Students have access to reasonable and adequate support services.			
The online students are provided with adequate information on institutional processes.	Students receive complete and timely information on registration and testing processes and deadlines; financial aid processes and deadlines; course and payment policies and deadlines			
The institution has a review process in place for new and on-going online classes	The GVTC Coordinator and other appropriate faculty, staff and administrators review on-going online courses.			
Notes:				

Section 3. Institutional Approval (To be completed by the Online Steering Committee)

Course Approved:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Quarter/Year Approved to Begin:	
Comments/Suggestions:				
An experienced online instructor is assigned as a mentor/coach to new online instructors.				
Your assigned mentor:				

Signatures:

IRP Committee Member Signature:		Date:	
IRP Committee Member Signature:		Date:	
IRP Committee Member Signature:		Date:	
VPI Signature (Final Approval):		Date:	

Note: Signatures of three (3) committee members are recommended. The signature of the VPI is required for final approval.

Evaluation Summary for Distance Learning (DL) Classes

(This form is electronically mailed to each distance learning instructor, along with the results of their distance learning evaluations and online student evaluation results).

Please review the attached class evaluation results and student evaluation results for your course. Complete this form and return one (1) copy to your supervisor or designated college official and/or one (1) copy to the GVTC coordinator.

Course Name:		Course Number:	
Instructor:		Quarter/Year:	

1. After reviewing your class and student evaluations, what improvements do you plan to make?
2. What was problematic?
3. What do you plan to change next time you teach the course?
4. What was the biggest adjustment you had to make in teaching a distance course and how was this addressed?
5. What assistance do you require to make improvements to your online class?