On-Line Distance Education Committee
Special Committee created & charged by provost on: 09/20/2016
Executive Cabinet approves status change to **Standing Committee**: 08/01/2017
ODE Committee website: http://www.sulross.edu/page/4072/online-distance-education-committee/

ODE Committee Members: Tim Parsons (Chair), Sharon Hileman, Jeanne Qvarnstrom, Sandy Bogus, Rebecca Schlosser, Kendall Craig, Wesley Wynne, Rhonda Austin, Chris Davis, Thomas Matula, Jeffrey Meyer, Tiffany Vincent, Betsy Evans.

Committee Responsibilities: Serving at the pleasure of the Provost, the Online Distance Education Committee is responsible for advising university policies, procedures, and practices related to online instruction at all Sul Ross State University campuses. These responsibilities include, but are not limited to, evaluations of online course offerings, trainings for online instructors, and training for online students.

(1) **ODE Special Committee Charge #2c:** Provide recommendations to assure the quality of the courses we offer on-line including providing/requiring review of courses being offered on-line. **ODE Standing Committee Charge #2c action item:** To define a base set of distance education course standards and guidelines (w/an emphasis on what criteria SACS uses to evaluate an institution's online courses/programs).

(2) **ODE Committee Charge #2c response:**
- A base set of "standards and guidelines" criteria was accepted and approved by the ODE committee (w/revisions) at the 11/30/2017 meeting.
- Review of revised document & strategy for moving forward with campus-wide acceptance of these guidelines approved at the 01/30/2018 ODE meeting
- The SRSU Course Design Guidelines document was introduced by Blackboard Admin Sandy Bogus at the OIT Spring Brown Bag presentation on 02/02/2018
- Dr. Sharon Hileman presented the SRSU Course Design Guidelines to the SRSU Dean's Council on 02/05/2018
- Tim Parsons will present the SRSU Course Design Guidelines to the SRSU Faculty Assembly on 02/12/2018

The following were referenced during the development of the SRSU Course Design Guidelines rubric:
• Established SACS criteria used for evaluating an institution's online courses/programs
• Quality Matters ™ Rubric Standards 2011-2013 edition
• Blackboard Course Design Rubric: http://www.blackboard.com/getdoc/7deaf501-4674-41b9-b2f2-554441ba099b/2012-Blackboard-Exemplary-Course-Rubric.aspx

Sul Ross State University Course Design Guidelines

Course Overview	- Contact information for the instructor is easy to find and includes multiple forms of communication (e.g., email, phone, chat). - Expected response time for email replies is included. - The course grading policy is stated clearly. - The Instructor's methods of collecting and returning work are clearly explained. - A statement of appropriate behavior in the course is included.
Course Goals and Student Learning Outcomes (SLOs)	- Goals and SLOs are easily located within the course. - Goals and SLOs are written in measurable outcomes. (Students know what they are expected to be able to do.) - Goals and outcomes are made available in a variety of areas in the course. (Within the syllabus and each individual learning unit.)
Course Content	- Instructional materials contribute to the achievement of the stated program/course/unit learning outcomes and can include such things as overviews, demonstration or information, practice or exploration, and assessment. - Course design allows for a variety of ways for students to gain knowledge, demonstrate knowledge, and interact. - Content is "chunked" in manageable segments. (Units or modules.)
Course Interaction	- Guidelines explaining required levels of participation are provided. (e.g., quantity of interactions) - Expectations regarding the quality of communications are clearly defined. (e.g., explanations or examples of what constitutes a "good" answer, a grading rubric, or equivalent grading document.)
Assessments	- The assessments measure the stated learning outcomes. - Multiple types of assessments are used. (research project, objective test, discussions, self-assessments, etc.) - Feedback is meaningful and constructive. - Assessment activities occur throughout the duration of the course.
Learner Support	- Course instructions articulate or link to a clear description of the technical support and student support services offered and how to obtain them. - Faculty have an awareness of ADA Compliance issues and strategies.*

*https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design