

**EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
REGULATION NO. AR-3.19**

- TITLE:** **ONLINE COURSE-DESIGN APPROVAL AND MONITORING REGULATION**
- OVERVIEW:** The Online Course-Design Approval and Monitoring Regulation outlines a process to develop, review, revise, approve, and monitor the design of online courses. Additionally, the institution will provide faculty and instructors with ongoing professional development opportunities to complement this review and monitoring process.
- SCOPE:** Online courses are subject to all existing curriculum and assessment policies and procedures at Eastern West Virginia Community and Technical College unless specifically addressed in this regulation.
- MISSION:** Improving the quality of online courses to enable student access and success is aligned with Eastern’s core mission and requires the active engagement of its fulltime faculty. As a result, the design, review, and instruction of online courses at Eastern West Virginia Community and Technical College is a process led and driven by faculty. Faculty members are committed to ensuring instructional quality and are committed to a process of continuous improvement.
- EFFECTIVE DATE:** 5/11/2021; 1/18/2024

**COURSE-DESIGN REVIEW PROCESS OVERVIEW**

The Division Chairs, in coordination with the Online Instructional Consultant (OIC), faculty content-matter experts, and the Teaching and Learning with Technology Committee (TLTC) will conduct regular reviews and monitoring of online courses to ensure quality and consistency in course design.

Online courses and materials may be accessed as needed by the OIC and Division Chairs, in consultation with the course instructor, to assess and monitor course design and provide student/faculty support.

**Course-Design Review Process**

1. Online-format course instructors are selected by Division Chairs, with approval by the Vice President of Academics & Student Services or designee. A list of instructors, including credentials, their teaching history, and Quality Matters™ certifications, is maintained by the OIC and Division Chairs.
2. Instructors who have not previously taught online/hybrid classes will complete an orientation with the OIC.
3. Instructors will develop a course syllabus based on institutional curriculum guidelines/templates (see AR-3.8 for more information), identify/choose the course

textbook and/or other course materials (supplemental videos, articles, lab simulations, etc.) in coordination with the appropriate Division Chairs, and design the course, with support from the OIC, in the institution's Learning Management System (LMS).

4. After course design is complete, Division Chairs will review the syllabus, materials, and course design using the Quality Matters™ Rubric and consult with faculty content-matter experts as needed.
5. If course design revisions are recommended, Division Chairs will communicate with and support the instructor to complete those revisions.
6. Upon completion of the revision process, the course-review documentation will be submitted to the appropriate Division Chair for final review.
7. Course-review documentation are forwarded to the Teaching and Learning with Technology Committee for course-design approval.
8. The instructor is notified by the appropriate division chair when TLTC has approved the course design is complete.

### **Course-Design Monitoring Process**

Online courses were previously reviewed are monitored on a semester-by-semester basis by Division Chairs. If significant changes have occurred in the course design, a new review of the course design may be merited.

## **TEACHING AND LEARNING WITH TECHNOLOGY (TLTC) COMMITTEE**

### **Definition:**

The purpose of the Teaching and Learning with Technology Committee (TLTC) is to facilitate faculty-led guidance for improving the quality of online courses at the college, recommend professional development and technology support mechanisms for faculty, as well as technology support mechanisms for students, and encourage the continued growth and implementation of effective online courses and programs at the college.

TLTC will collaborate with the Online Program Coordinator to regularly monitor the educational quality of the college's online courses by utilizing the Quality Matters™ Higher Education Rubric as the basis for course-design reviews.

### **Membership:**

The Committee shall be chaired by a faculty member and include the Vice President of Academics & Student Services, at least four other faculty members and the Online Instructional Consultant, with representation from both the Division for Business, Computer and Information Technology and the Division of General Education. In addition, academic administrators such as deans and associate deans may serve on the committee. All members of the Committee can vote, except for the Chair, and a majority shall constitute a quorum.

## **Meetings:**

The Committee shall meet no less frequently than two times each year. The committee may hold additional meetings as needed

The Committee may request any faculty member, staff or student from the college to attend a meeting of the Committee or to meet with any member of the Committee as may be appropriate.

Members of the Committee may participate in a meeting of the Committee by means of conference call, webcam, or similar communications equipment by means of which all persons participating in the meeting can hear each other. The Committee Chair shall maintain minutes or other records of meetings of the Committee.

## **Responsibilities:**

The Committee shall:

1. Coordinate the application of A.R. 3.19 (Online Course Design Approval and Monitoring), which includes disseminating information to instructors regarding an online Course-Design rubric (which is based on standards from the Quality Matters™ Higher Education Rubric), and approval of course-design reviews and monitoring reports.
2. Provide instructors with information on online teaching technologies and online teaching pedagogy. This information may also include information on professional development opportunities related to online teaching and Quality Matters™ training sessions.
3. Review and recommend academic regulations and board policies that will improve the quality and effectiveness of online learning at the college.
4. Coordinate efforts to expand online learning and programs at the college. An Online Evaluation Workgroup is a division of TLTC that concentrates on expansion efforts.

## **CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR INSTRUCTORS**

### **Orientation for First-Time Online Instructors:**

As part of the online course-design review and approval process, all instructors teaching online courses for the first time will be required to complete an orientation session with the institution's OIC.

Online Instructor Orientation will include training on the institution's Brightspace LMS; resources to help instructors create and deliver course materials that fulfill accessibility standards, copyright and intellectual property standards, and an overview of other instructional tools. If the instructor requests additional training to use additional tools, that training will be protractors by OIC videos and/or resources will be found to aid the instructor. The orientation will also include a review of the Quality Matters™ Rubric that provides effective design standards for online courses. Instructors will also be encouraged to enroll in Quality Matters™ courses.

**Support for Experienced Online Instructors:**

Group and Individual instruction is provided to the instructors by the OIC, with other Quality Matters certified faculty trainers and cover topics such as accessibility and usability in online classes, copyright and intellectual property guidelines, best practices in course design, and introduction to emerging instructional tools and technologies. In addition, the OIC is available to assist the instructors with LMS questions and other instructional technology questions.

**Annual Professional Development Plan:**

As a part of college's strategic plan, the OIC also coordinates information and programs on a yearly basis to provide instructors with Professional Development opportunities such as Quality Matters training, technology training, and internal peer-reviews system for reviewing online courses, information about range of professional development sessions, conferences and resources, and support to aid instructors, with other professional development projects they identify.



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Dr. Thomas Striplin, President

01/18/2024

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Date