

# **Faculty & Student Handbook for KWU Online**

**Guidelines, Policies, and  
Procedures**

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# **GENERAL INFORMATION**

## **Mission of Kansas Wesleyan University**

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility.

Kansas Wesleyan provides an educational program characterized by excellence, within a caring community, rooted in the liberal arts tradition. The call of the University is to develop both intellect and character, to stimulate creativity and discovery, to nurture the whole person - body, mind, and spirit. Diversity is embraced in curriculum, faculty, staff, and students.

Kansas Wesleyan University prepares students not only for careers and professions but also for lifelong learning. The university equips its students for responsible leadership in their communities, for useful service in and to the world, and for stewardship of the earth.

Kansas Wesleyan University provides a setting in which faith and learning are integrated; encounters with the Christian proclamation is an integral part of the life of the university. The university fosters the lively discussion of faith and values, encouraging students to develop a thoughtful personal world view informed by Christian tradition.

Kansas Wesleyan University serves the church, community and the world by providing a variety of resources for educational, cultural and spiritual enrichment. The aim of the university is to discover, to build and to share a higher quality of life and a broader vision of the world.

## **Distance Education Mission Statement**

The mission of Kansas Wesleyan University's (KWU) Distance Education offerings is focused on maximizing student access to academic coursework through the use of one or more technologies in order to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s) either synchronously or asynchronously. Furthermore, KWU's Distance Education:

- Promotes student success through curriculum and instruction and addressing student learning needs,
- Provides student support services and programs that complements distance learning and addresses student needs, and
- Provides distance learning support services to faculty, staff, and administrators.

## **Institutional Accreditation**

Kansas Wesleyan University is accredited by The Higher Learning Commission (HLC). The Commission's website is <http://www.hlcommission.org> and its telephone number is (800) 621-7440. In 2015, the Higher Learning Commission approved Kansas Wesleyan University to offer online degrees in Criminal Justice, Emergency Management, and Masters of Business Administration (MBA).

The baccalaureate degree, major in nursing program at Kansas Wesleyan University, is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The Kansas Wesleyan University baccalaureate nursing program is on conditional approval by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, Kansas 66612-1230, Phone: 785-296-4929, Fax: 785-2963929, [ksbn.org](http://ksbn.org)).

If an educational program offered by Kansas Wesleyan University (KWU) is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completing that program would be sufficient to meet licensure requirements in a state for the occupation is provided by Kansas Wesleyan University on the consumer information page (under "Professional Licensure") as well as on the academic program's web page. The U.S. Code of Federal Regulations, specifically 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c), require disclosures by institutions regarding educational requirement for programs leading to professional licensure or certification regardless of instructional modality. Kansas Wesleyan University meets said federal requirements through established policy and procedure for academic programs requiring professional licensure or certification for employment.

# STUDENT INFORMATION

## **Overview of Responsibilities**

In order to ensure success in an online course, students must be aware of the following essential responsibilities needed to facilitate success. Students must be able:

- To assure regular access to a computer with consistent internet connectivity.
- To ascertain if they possess the appropriate skills, competency levels, course prerequisites (co-requisites), and equipment (including browser, operating system, and software) required for online courses.
- To determine that the course meets individual degree requirements.
- To assume responsibility for contacting their assigned advisor and online instructor, including regular monitoring of the student's KWU email account.
- To complete all assigned coursework by all deadlines and before end of semester.
- To participate in the evaluation of the course content and presentation as well as the online program as a whole.
- To return course materials, as required, according to the established schedule.
- To follow all relevant university guidelines, including KWU's Student Code of Conduct and Discipline Process, computer use policy, as well as other related university policies regarding online education.
- To observe copyright laws and guidelines as they pertain to the Internet, World Wide Web, software, and the use and reproduction of materials.

## **Getting Started**

### **Admissions**

The application process and admissions requirements for online degrees are identical to the application process for on-campus degrees. All students, including non-degree seeking students, must complete an application for admission, available at [www.kwu.edu/admissions](http://www.kwu.edu/admissions) or in the Office of Admissions.

### **Enrollment**

New Students:

- Degree seeking students who are newly admitted to an online program at KWU will be contacted by their academic advisor to begin the enrollment process.
- Non-degree seeking online students should contact the Office of Admissions.

Continuing Students:

- All continuing students will receive an email from the Office of the Registrar containing information about when enrollment will open for the following term(s) and instructions on how to enroll.

- All degree seeking students must meet with or have contact with their advisor prior to enrollment. You will not have access to enroll until your advisor has cleared you to register for the term(s).

## Communication and MyKWU

The official and required means of communicating with students, faculty, staff, and academic advisors is through KWU email (a.k.a. campus email) or direct telephone conversations. Many faculty also utilize electronic means such as Teams and GoToMeeting for communication purposes. Many university offices routinely make use of email for general information purposes. The institutional website is also an excellent source of updated information.

Students will find information about where and how to begin their college career with KWU at the KWU Online website (<https://www.kwu.edu/academics/online-options/>). This site offers a list of offerings, contact information, a link to the up-to-date schedule of classes and every other step of the process right down to ordering their course materials and ensuring that they have adequate computer equipment at their disposal.

MyKWU provides students with access to view their course schedule, financial statements, ability to register for classes, and more.

Students will access all of their courses through Canvas. Courses will become available in Canvas two weeks before the first day of class to give students the opportunity to review the syllabus, handouts, coursework, and bookmark sections before the course begins.

Student's will need to follow these steps to access Canvas for the first time:

- Go to [kwu.instructure.com](http://kwu.instructure.com)
- Click "create/forgot password"
- Use your entire KWU email address as your login
- Click "request password"
- Check your KWU email for a message with a password set link
- Your Canvas password must be at least 8 characters
- 24/7 Canvas Support for students: 1 (844) 805-2201
- Email problems? contact Instructional Support at: 785-833-4444 or [it@kwu.edu](mailto:it@kwu.edu)

Students' MyKWU Username and Password were sent to them with their acceptance packet. If a student needs to reset his/her password:

- Enter your User Name - your username is either:
  - If you first came to KWU during or after Fall 2015 your user name will be your student or employee ID number
  - If you first came to KWU before fall 2015 your user name will most likely be firstname.lastname.
- Then click "I forgot my Password" in the upper right hand corner of the page.
- For assistance with this process email [laura.vetter@kwu.edu](mailto:laura.vetter@kwu.edu) with your name, student ID number, and a description of the issue.

## **Financial Assistance Information**

Students enrolled in an online program of study at Kansas Wesleyan University are eligible for Federal financial aid programs. In order to explore this eligibility further, call the Director of Financial Assistance at 785-833-4317, or e-mail at [amanda.mclaughlin@kwu.edu](mailto:amanda.mclaughlin@kwu.edu). You may also visit the Kansas Wesleyan University financial assistance web page for detailed information on eligibility and process.

## **Student Payment/Fiscal Matters**

Students are encouraged to make payments via check to the Business Office, or they can login to their MyKWU portal and submit payment via credit card under the student accounts section.

Student may mail a check or money order to:

Business Office  
Kansas Wesleyan University  
100 East Claflin Ave  
Salina, KS 67401

\*Please make sure to provide your student ID# when submitting your payment. This will ensure your payment is processed in a timely manner. If chosen as an option, after the student has registered for classes, the student will have the opportunity to complete a payment selection form in order to make payments on the outstanding bill. Students may also pay their bill in full at any time as well.

Refunds of tuition, room, and board charges will be made to students officially withdrawing from all classes. No adjustment is made to a student's charges, including room and board charges, for those students who withdraw from some but not all courses after the last day to add classes according to the academic calendar. A withdrawal administrative fee of 5% of original charges (up to \$100) is charged to all students who withdraw from all classes at any point in the term after the first day of classes for the term.

## **Technical Requirements**

The following are the minimum technical requirements to take Internet-based courses from KWU Online:

### **PC Operating System**

- Windows 10 is recommended.
- Minimum of: 2.0+ GHz CPU, 8 Gb RAM, 256 GB Storage, and Internet connectivity.

**Chromebooks and other cloud-based computers do not meet the minimum specifications.**

## Mac Operating System

- I.T. recommends iOS and iPadOS 14.0.1.
- I.T. suggests macOS 10.15.7
- 2.6 GHz or higher “Intel-Based” CPU, at least 8Gb RAM (8+ recommended), 256Gb Storage, Ethernet and/or WiFi connectivity

## Software

- Latest versions of Mozilla Firefox, Google Chrome, or Safari
- Adobe Reader, newest version available at (free download): <https://get.adobe.com/reader/>
- Adobe Flash Plugin, newest version available at (free download): <https://get.adobe.com/flashplayer/>
- Java browser plugin, newest version available at (free download): <http://www.java.com/en/>
- VLC Media Player, newest version available at (free download): <https://www.videolan.org/vlc/index.html>
- Microsoft Office (Office365 available online after registration)

## Internet

- Students must have regular access to reliable, high-speed, internet access.
- 2GB (GPU) Graphics card and monitor capable of 720P display, or better (1080P recommended).
- Stereo sound card, speakers and/or headset. A microphone may be needed for select courses. Check with your instructor.
- Adequate hard drive space for downloading of class related files
- A web-cam may be required in some classes. Check with your instructor.

## Other Devices (I.S. cannot speak to this)

The Canvas Student mobile app can be downloaded on mobile devices. There may be some features or assignments that CANNOT be done with a mobile device, and will require a “full” Desktop/Laptop computing system. If your mobile device is your primary computing device, make sure you have access to a full computer system if needed. Before classes begin, please check with your instructors for any other special technical requirements they may have.

## Lockdown Respondus & Turn-it-In

If your computer meets the minimum specifications for KWU’s technical requirements, you will far surpass what is required for both Lockdown Respondus and Turn-it-In.

## Tuition and Fees

Students applying for admission for the first time at KWU must pay a one-time, nonrefundable application fee of \$20 for undergraduates and \$30 for graduates. International student fees are \$30 (U.S. funds). No action will be taken pertaining admission until this application fee is paid.

Tuition and fees are posted online in the Academic Catalog (<https://www.kwu.edu/academics/registrar/course-catalogs/>) under “Educational Expenses”.

## **Student Responsibilities and Verification**

### **Student Responsibilities**

The Student Code of Conduct and Discipline Process in the Kansas Wesleyan University Student Handbook specifically prohibits all forms of cheating, plagiarism and academic dishonesty. The Student Code of Conduct and Discipline Process also proscribes any misuse of university computer resources such as:

- Theft or other abuse of computer facilities and resources, including but not limited to:
- a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
  - b. Unauthorized transfer of a file.
  - c. Use of another individual’s identification and/or password.
  - d. Use of computing facilities and resources to interfere with the work of another student, faculty or staff member or University Official.
  - e. Use of computing facilities and resources to send obscene or abusive messages.
  - f. Use of computing facilities and resources to interfere with normal operation of the University computing system.
  - g. Use of computing facilities and resources in violation of copyright laws.
  - h. Any violation of the University Computer Use Policy

(2021 - 2022 Code of Conduct, p. 5)

Students are responsible for maintaining the security of usernames, passwords and any other access credentials assigned to them. This information may not be shared or given to anyone other than the person to whom they were assigned. Users are responsible for any and all use of their account. KWU recommends that all users change their password when necessary to maintain security. For help with this, contact Information Systems ([it@kwu.edu](mailto:it@kwu.edu)). Users are held responsible for knowledge of the information contained within the most recent KWU catalog as well as the KWU Student Handbook. Failure to read and comply with university guidelines, requirements and regulations will not exempt users from responsibility.

### **Student Verification Policy**

*Commission Policy FDCR.A.10.090: An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited up to the point that it voluntarily withdraws from such relationships. An institution shall fairly represent to the Commission and to*

*the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed. An institution shall disclose to the Commission any pending or final state actions that affects the institution's legal status or authority to grant degrees or offer programs and any pending or final actions by an accrediting agency to withdraw accredited or pre-accredited status, impose a sanction or deny an application for such status. Such disclosure shall take place at the time of the action by the other entity and on the Commission's Institutional Update as well as in preparation for a comprehensive evaluation by the Commission.*

The United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, requires Kansas Wesleyan University put processes in place through which we establish that the student who registers in an online course is the same student who participates in and completes the course and receives the academic credit. Kansas Wesleyan University fulfills this requirement by restricting student access to online courses through the university portal which requires a secure login and password. Some of the online courses offered at KWU correspondingly require that students take their exams in a proctored environment. This policy applies to all credit-bearing distance education courses or programs offered by Kansas Wesleyan University, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

### **Policy Procedures:**

Verification of a student's identity begins at the time of admission or initial course registration. Procedures related to student identity verification include registration, advising and transcript procedures as well as generation of a unique Jenzabar ID for each student. To authenticate identities, Kansas Wesleyan University will use one or more of the following methods for verification:

- A secure login with user name and password
- Proctored examinations
- New or emerging technologies and practices that are effective in verifying student identification

When a student is initially registered, a unique login and password is created that provides access to the secure university intranet (MyKWU) and that information is communicated to the student. Data transmission of login information is secured using standard encryption technology. Students are given information regarding best practices related to setting up and maintaining the security of the passwords on the MyKWU login screen. Students will need still need to login to MyKWU to access information regarding registration, final grades, and financial aid.

Students who cannot retrieve their password electronically may contact the KWU Help Desk (Kdubhub@kwu.edu) for assistance. Personally identifiable information collected by the University may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their MyKWU login password be reset may be asked to provide two or more pieces of information for comparison with data in our records.

## **General Course Information and Policies**

### **Academic Content**

Academic content, including course syllabi and assignments, are loaded and accessible in online courses two weeks before the start of class. The syllabus will provide you with the contact information for your instructor and articulate all key course expectations, such as learning outcomes, assessment measures, etc.

### **Attendance**

Class attendance is expected in all courses including online courses. Online attendance is measured by assignments submitted on the first day, the third day, and throughout the duration of the course. Faculty will record attendance through Canvas.

On the fifth business day of the term students will be dropped from any course that they have not either “attended” by submitting an assignment or contacted the instructor regarding the absence. Courses that are administratively dropped will not appear on students’ academic transcripts and will not be counted toward students’ credit hour load (see the full attendance policy in the Academic Catalog for more information).

### **Complaint Process**

If students complain of lack of contact/response from instructor, the Division Chair or Department Head of the academic area offering the course needs to be notified and he/she needs to investigate the situation. The instructor can be asked to provide documentation of instructor/student interaction to determine the amount, the regularity, and the type of meaningful contact that took place.

Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Division Chair or Department Head. If there is substantial evidence of multiple absences and lack of meaningful contact, the instructor can be removed from the list of approved online instructors.

Further, should a student have a complaint relative to the specifics of a course, including the instructor, the usual institutional policy should be followed, including attempts at resolution with the instructor, the unit head and the Provost. For matters related to the broader online and hybrid experience, complaints should be directed to the Provost’s office.

For information regarding the Academic Appeal process, students should visit the section on Student Complaints and Appeals on the KWU Online web site. Before filing an Academic Appeal please review the Kansas Wesleyan University policy regarding the Student Complaint and Academic Appeal process.

## Grading Policy<sup>++</sup>

| Letter Grade | Meaning   | Grade Points per Credit Hour | Counts as an Attempted Credit toward Pace | Earned Credit toward Graduation | Used to Calculate GPA |
|--------------|---|------------------------------|---|---------------------------------|-----------------------|
| A            |   | 4.0                          | Y   | Y                               | Y                     |
| A-           |   | 3.7                          | Y   | Y                               | Y                     |
| B+           |   | 3.3                          | Y   | Y                               | Y                     |
| B            |   | 3.0                          | Y   | Y                               | Y                     |
| B-           |   | 2.7                          | Y   | Y                               | Y                     |
| C+           |   | 2.3                          | Y   | Y                               | Y                     |
| C            |   | 2.0                          | Y   | Y                               | Y                     |
| C-           |   | 1.7                          | Y   | Y                               | Y                     |
| D+           |   | 1.3                          | Y   | Y                               | Y                     |
| D            |   | 1.0                          | Y   | Y                               | Y                     |
| D-           |   | 0.7                          | Y   | Y                               | Y                     |
| F            |   | 0.0                          | Y   | N                               | Y                     |
| XF           | The student has earned a grade of “F” for reasons of academic dishonesty  | 0.0                          | Y   | N                               | Y                     |
| I            | Work is incomplete. An “I” is accompanied by a tentative grade based on work completed by the student in relation to total requirements. An “I” must be removed by the dates listed in the Academic Calendar. If it is not removed by this stipulated date, the tentative grade becomes the final grade | 0.0                          | Y   | Y                               | Y                     |
| W            | A grade has not been given as a result of student initiative to withdraw from the course or the university in accordance with the add/drop policy.  | 0.0                          | Y   | N                               | N                     |
| XW           | Indicates the student has withdrawn from the course to avoid receiving a grade of XF for reasons of academic dishonesty.  | 0.0                          | Y   | N                               | N                     |

|      |  |     |   |   |   |
|------|--|-----|---|---|---|
| P/CR | Credit towards graduation requirements has been granted without a letter grade.                        | 0.0 | Y | Y | N |
| S    | Satisfactory performance. It is usually reserved for courses wherein letter grades are not utilized.   | 0.0 | Y | Y | N |
| U    | Unsatisfactory performance. It is usually reserved for courses wherein letter grades are not utilized. | 0.0 | Y | N | N |
| AU   | Audited  | 0.0 | N | N | N |
| NC   | The course was taken but does not count as credit toward graduation requirements.                      | 0.0 | Y | N | N |

\* Remedial Courses are NOT included in the GPA calculation.

\* Repeated courses are included in the cumulative attempted credit hours. The course, however, with the highest grade is included in the cumulative grade point average.

<sup>++</sup> Grading Policy regarding A, A-, B+, B, B-, C+, C, C-, D+, D, D-, & F letter grades will vary pending the online program of study. Check with your online instructor and course syllabus for further details.

## **Services and Support**

### **English as a Second Language (ESL)**

For students who speak English as a second language (ESL) and who believe that receiving academic assistance is necessary for their success at Kansas Wesleyan University, the following resource guidelines are offered:

1. Contact your professor at the beginning of the semester to identify yourself as an ESL student. Types of support that may be provided but not required by professors are extended time on assignments and tests, etc.
2. Seek tutoring assistance with the Student Success Center.
3. Manage your time so that you can sufficiently understand the coursework and assignments.

### **Enrollment Services**

Monday thru Friday, between the hours of 8am to 5pm (excluding holidays and campus closings), students should contact the K-Dub Hub with questions related to enrollment: 785-833-4320. Alternatively, questions can be emailed to [Kdubhub@kwu.edu](mailto:Kdubhub@kwu.edu), if students cannot call during regular business hours.

## **Library Services**

The Memorial Library provides research material and learning tools for all students. Library services include the physical location, as well as a detailed and comprehensive collection of academic databases and research guides that are available 24/7 to all Kansas Wesleyan University students.

Librarians are available to help students with research Monday thru Friday, between the hours of 8 a.m. to 5 p.m. (excluding holidays and campus closings). They are also available by appointment in the evening and on the weekend. Simply email them and they'll find a time to help you! Your primary contact is Megan Mack, Director of Library Learning Commons Services, [megan.mack@kwu.edu](mailto:megan.mack@kwu.edu), 785-833-4397.

Start your research on the main library homepage at [kwu.libguides.com/home](http://kwu.libguides.com/home). Most library policies are at <https://kwu.libguides.com/home>.

## **Instructional Technology Services**

KWU offers assistance to all students taking online courses. If you experience problems using features in your online course, contact your instructor first, who is the best person to explain how to access assignments and exams. But don't hesitate to contact the instructional technology team at [it@kwu.edu](mailto:it@kwu.edu) if you need more help.

Your primary contact for help with troubleshooting problems is the instructional technology team. They are available Monday-Friday, 8:00 a.m. to 5:00 p.m. when classes are in session. They are also available via email over the weekends. Contact the instructional technology team at [it@kwu.edu](mailto:it@kwu.edu). Your secondary contact is Dr. Jamie Kootz at [jamie.kootz@kwu.edu](mailto:jamie.kootz@kwu.edu), (785) 833-4427.

Having trouble accessing your KWU email? Contact the Director of Information Systems at [online.helpdesk@kwu.edu](mailto:online.helpdesk@kwu.edu).

## **Tutoring Services**

Kansas Wesleyan University offers online tutoring for all enrolled students. This service is in addition to existing, in-person tutoring currently available in the Albert Nelson Student Success Center, located in the Memorial Library. Online tutoring allows students both off and on campus to interact with tutors from their computer desktops, and it alleviates the need for travel to campus in order to receive tutoring services. All services provided are free.

To utilize tutoring supports and services, students can receive help by email at [tutor@kwu.edu](mailto:tutor@kwu.edu) or by calling 785-833-4398. Emails will be answered within 24 hours.

## **Students with Special Needs and Disabilities**

It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. In order to receive the needed assistance, an individual with a diagnosed and documented disability must inform the University of the disability through official documentation. In order to be provided with reasonable accommodations, students with special needs and disabilities must identify themselves privately to the Interim Director of the Albert Nelson Student Success Center, Bryan McCullar, during or prior to the first week of class. Students can reach her by email ([bryan.mccullar@kwu.edu](mailto:bryan.mccullar@kwu.edu)) or phone (785-833-4398).

# FACULTY INFORMATION

## Academic Requirements

All instructors are required to work with the Instructional Technology team (or alternately a department faculty member) before teaching their first course in order to confirm basic LMS skills. Training may take place individually with an LMS support team member, in a face-to-face workshop, or with online training modules.

The following additional standards represent important guiding principles for developing, conducting and evaluating online instruction activities at KWU. The course or program being proposed as a degree-related KWU online activity shall:

- Meet at least the same quality standards applicable to on-campus instruction as well as quality standards specifically applicable to online instruction.
- Allow for direct instruction from the faculty (multiple times per week) and collaboration among students.
- Be offered according to the posted semester schedule.
- Provide for planned interaction and timely feedback between students and the instructor(s) teaching the course.
- Ensure that the instructor is responsible for the delivery of instruction and for evaluating student progress.
- Be compliant with federal definitions and standards for credit hour(s).
- Support and uphold recent HLC mandates regarding the provision of qualified faculty in all institutional learning environments, as stated in HLC's Assumed Practice B.2.:
  - "Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching at at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."
  - "In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process."
  - "Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield."
  - "If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach."

- “Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.”
- As a result of these guidelines, Kansas Wesleyan University will conduct faculty credential audits to ensure HLC expectations are met. These audits will be conducted by the Provost’s Office before faculty approval is granted. Once the audit has been complete, the Provost’s Office will ensure online faculty members have a skill set conducive to a high-quality online delivery format inclusive of KWU’s Learning Management System (LMS), online instructional design, and online pedagogical/andragogical technology practices. All online instructors must be approved by the Provost’s Office.
- It is strongly recommended online instructors possess the following knowledge and/or capabilities:
  - Learning theory as it applies to online students
  - Online pedagogy and andragogy
  - Use of standard LMS tools to foster a positive learning environment within the institutions Learning Management System
  - Ability to communicate consistently with online students (responding to emails within 48 hours) and provide timely feedback to online students regarding graded assignments, activities, portfolios, quizzes, tests, examinations, discussion board contributions, writing exercises, etc. Grades should be entered no later than one week.
- Are regularly monitored and evaluated in accordance to institutional policy by the respective department/division chair, Provost, Provost’s designate. Evaluation results will be used for continuous program and instructional improvement (in accordance with institutional procedures for on-campus, on-ground, or face-to-face courses).
- Are capped at twenty (20) students per online course section, unless compelling circumstances exist which allow for an enrollment cap extension. All enrollment cap extensions must be approved by the Provost’s Office prior to an enrollment cap change. Alternatively, instructors can allow for individual overrides at their discretion.

## **Academic Expectations**

KWU Online faculty will provide the online student with the same high-quality academic learning environment that is provided to on-campus students in a face-to-face learning environment.

Online courses at KWU are not email-correspondence courses nor merely lecture/test courses. Online instructors are expected to use direct instruction and collaborative elements throughout the course. The former is defined as “any online activity which the instructor-of-record actively facilitates and is planned with a pedagogical purpose” (National Louis University, n.d.). KWU is responsible for updating instructors on changes in policies or the LMS environment.

Review of all online courses will be conducted by the Online Advisory Council and the Director of Instructional Design.

## **Credit Hour Compliance**

KWU Online adheres to the federal definition of a credit hour:

***Federal Credit Hour Definition:*** *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*

Direct faculty interaction can be achieved in many ways in an online environment. Examples include: use of online meeting tools, online journaling or blogs, discussion-forum posts, online exams/quizzes, recorded lectures or use of voiceover Microsoft PowerPoint presentations, online collaborative study or project-based learning groups, etc.

The following\* time estimates will help to ensure credit-hour compliance:

| Pedagogical Technique                          | Average Time Per Instance       |
|--|---------------------------------|
| Quiz   | 20 minutes each                 |
| Exam   | 50 minutes each                 |
| Midterm or Final                               | 60 minutes each                 |
| Informal Writing Assignment                    | 15 minutes per page (250 words) |
| Formal Writing Assignment                      | 30 minutes per page (250 words) |
| Textbook Reading                               | 8 minutes per page (250 words)  |
| Reading of Linked Article/Paper                | 10 minutes per page (250 words) |
| Listen To or Watch Linked Audio/Video          | 15 minutes each                 |
| Listen To or Watch Webinar                     | 50 minutes each                 |
| Complete a Guided Lab Exercise                 | 50 minutes each                 |
| Complete a Virtual Field Observation           | 30 minutes each                 |
| Complete a Guided Field Observation            | 60 minutes each                 |
| Complete a Game/Simulation                     | 30 minutes each                 |
| Complete a Tutorial/Module                     | 30 minutes each                 |
| Watch/Make Synchronous Presentations           | 30 minutes each                 |
| Make a Blog Entry                              | 10 minutes each                 |
| Participate in a Chat Room or Forum Discussion | 20 minutes each                 |
| Study or Assignment Group Participation        | 40 minutes each                 |
| Online Meeting or Office Hours with Instructor | 20 minutes each                 |

\*chart quoted from Dickinson State University, 2016 HLC Conference

Online instructors are encouraged to utilize the above table to ensure credit-hour compliance, and explicitly noting time expectations will also provide clarity and guidance to students.

## **Faculty Responsibilities**

### **Advising**

Academic advising to assist with degree and career planning, enrollment, and general university questions is provided for all degree seeking students at KWU. Advisor information is provided to students in their admission letter of acceptance. Advisors can access academic information for their advisees, including admission status, enrollment, degree progress, and unofficial transcripts, through MyKWU.

Academic Advising is an ongoing process that will continue throughout the student's academic career at KWU. Advisors for online programs are responsible to:

1. Contact new online advisees within three business days of their admission to KWU (contact Ken Oliver for clarification).
2. Meet with or have contact with each advisee at least twice during the academic year (before the start of fall and spring semesters) to discuss the student's proposed course of study and any procedural or personal issues relevant to the student's academic experience.
3. Be familiar with the Academic Catalog and Online Student Handbook and have them readily available for reference.

### **Attendance**

Online attendance is measured by assignments submitted on the first day, the third day, and throughout the duration of the course. Faculty are expected to list the attendance standards necessary for passing the course in the syllabus.

Faculty are also required to record attendance via Canvas by the third business day of the term and at the end of every week thereafter. On the fifth business day of the term students who have not "attended" class by submitting an assignment or contacted the instructor regarding their absence will be dropped from the course by the Office of the Registrar (see the full attendance policy in the Academic Catalog for more information).

### **Copyright Processes**

All instructors at KWU are required to follow copyright rules and fair use guidelines for the material they use in their courses. A quick guide to the most-often asked questions about copyright is available at [kwu.libguides.com/faculty/copy](http://kwu.libguides.com/faculty/copy). The librarians at Memorial Library are available to help you work through the copyright guidelines and use them accurately. Most

copyright permission for material that is central to a course should be obtained during the course development process, well before the course begins.

## **Syllabus Use**

All faculty teaching online courses at Kansas Wesleyan University will produce a syllabus for their course that meets campus requirements. The syllabus is required to be present on the course site at least two weeks prior to the course start date. Several of the elements listed below will be loaded into the course within the online course template, but it is the instructor's job to make sure all elements are included and are up-to-date. The elements include, but are not necessarily restricted to, the following:

- Course name
- Faculty name
- Contact information
- Virtual office hours (and mode of delivery with access information, such as Skype)
- Instructor's time zone (CST)
- Required materials with ISBN numbers
- Optional materials
- Course objective
- Study hours/week beyond class time
- Assignment time expectation (see pedagogical technique time chart, p. 18)
- Student Learning Outcomes (SLO)
- Plagiarism policy
- Participation policy
- Late policy
- Title IX statement
- Disabilities policies and services
- Faculty expectations, such as discussions and posting requirements, late policy
- Assignment categories, such as quizzes/exams, projects, discussions, and research papers
- Points for all graded assignments
- Specific chapter reading assignments
- Specific deadline dates for each week as outlined in the course format
- Drop/Add/Withdraw deadlines
- Recommended minimal technology requirements (such as high-speed internet)

## **Overview of Responsibilities**

- To utilize KWU's designated Learning Management System platform for all online instruction.
- To follow university, division, and departmental guidelines for development, scheduling, and presentation of online courses.

- To design and/or adapt course instruction to meet same standards and criteria set for traditional campus-based, on-ground, or face-to-face courses.
- To participate in curriculum development, the coordination of syllabi, and the preparation of any comprehensive examinations, as required.
- To provide a course syllabus with appropriate student learning outcomes (SLO).
- To order any textbooks and supplementary materials as needed.
- To design and grade student projects, assignments, and tests in accordance with department expectations (e.g., rubric use) as well a schedule which has been communicated to students.
- To specify assignments designed to enhance learning through discussions, web-conferencing, online chat, team projects, forums or any other tool to engage the student.
- To develop processes to ensure the integrity of student work.
- To provide for and maintain regular, appropriate interaction with online students.
- To support and adhere to KWU's code of conduct policy, computer use policy, as well as other related university policies.
- To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
- To secure copyright clearances on any copyright-protected materials used in online course development.
- To participate in the University's ongoing evaluation of the distance education (online) program.
- To remain current with subject matter and technology.
- To implement updated content into the course template as appropriate.
- To participate in annual sexual harassment training opportunities.

### **Reaching At-Risk Students and/or Students with Documented Disabilities**

Recognize that at-risk students often follow these patterns:

- Do not check in within a week
- Score low on assessments
- Do not participate in forums, i.e. discussions, assignments, etc.
- Do not respond to emails
- Express a need, i.e. stress, emotional, circumstances, etc.
- Do not take advantage of office hours
- Have difficulty with understanding assignments and requirements

To contact at-risk students and/or students with documented disabilities consider using the following:

- Email reminders of virtual office hours
- Individual emails to encourage student participation, for example:

- “I see that you are struggling in this class, but please continue to try your best. If you need any assistance, please contact me as soon as possible. I want to ensure you are successful in this course.”
- “I noticed that you did not participate this week. Please remember that it is essential that you are an active online student throughout the duration of the course. My goal is for you to succeed, but to achieve that you should do your part by participating, and I am confident you can do that.”
- Methods to engage at-risk students and/or students with documented disabilities:
  - Ask engaging questions related to the course content
  - Encourage collaborative learning
  - Encourage use of online tutoring
  - Produce, record and upload orientation/course assistance tutoring video
  - Notify KWU Cares ([kwucares@kwu.edu](mailto:kwucares@kwu.edu)) if there are concerns about student well-being.
  - Utilize Dropout Detective in Canvas to provide concerns about student well-being (this is found your Canvas course; left-hand side; toward the bottom of menu list).

The following checklist can be used to ensure that your course is ADA compliant:

**Checklist for ADA Compliance in Online Courses**

|        |  | Yes | No | N/A |
|--------|--|-----|----|-----|
| Links  | a. Provides wordings for the links. Avoids using “click here” for the links.   |     |    |     |
|        | b. Uses text descriptions for the links.   |     |    |     |
| Text   | a. Uses <b>serif fonts</b> for easy readability  |     |    |     |
|        | b. Uses dark font colors on light backgrounds (preferably use black text on a white background)  |     |    |     |
|        | c. Avoids extremely bright colors as a background colors.  |     |    |     |
|        | d. Uses one font throughout the site.  |     |    |     |
|        | e. Avoids overuse of all CAPS, bold or italics   |     |    |     |
|        | f. Avoids underlining words, as the screen reader can mistake it for a navigation link.  |     |    |     |
| Images | a. Images are clear.   |     |    |     |
|        | b. Image files are optimized for efficient loading.  |     |    |     |
|        | c. Use of animated images is limited to only those that contribute to the learning experience – supporting the course content.   |     |    |     |
|        | d. Avoids animated or blinking images, text or cursors. These can cause seizures for some people.  |     |    |     |
|        | e. All Images have alt texts/long descriptions attached to them.   |     |    |     |
| Audio  | a. Audio quality is clear.   |     |    |     |
|        | b. Audio file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths. |     |    |     |
|        | c. A written transcript is provided with all audio files.  |     |    |     |

|       |  |  |  |  |
|-------|--|--|--|--|
|       | d. Audio file length is adequate to meet the goals of the activity without adding unnecessary information.   |  |  |  |
|       | e. Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.   |  |  |  |
| Video | a. Video quality is clear.   |  |  |  |
|       | b. Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. |  |  |  |
|       | c. Provides closed-captioning or has accompanying text-based scripts for all videos.   |  |  |  |
|       | d. Video file lengths are adequate to meet the goals of the activity without adding unnecessary information.   |  |  |  |
|       | e. Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.   |  |  |  |

## Assessment

### Assessment and Effectiveness

The purpose of assessment of KWU Online programming at Kansas Wesleyan University is to evaluate the stated goals, delivery systems, instructional design, student-learning outcomes, instructional quality, evidenced learning strategies, and support of the overall mission of the institution. The assessment of online programming at Kansas Wesleyan University takes place through five avenues: student course evaluations, formative evaluations, team and peer evaluations, self-assessment, and program assessment.

- Student Course Evaluations:  
Prior to the conclusion of each KWU Online course, an online student course evaluation will be conducted. The student evaluations will include (but are not limited to) questions regarding course overview and introduction, learning objectives and competencies, assessment and measurement, instructional materials, student interaction and engagement, course technology, and student support.
- Formative Evaluations:  
KWU Online courses will be formatively evaluated by Online Advisory Council and the Director of Instructional Design for course design and structure prior to the start of the course. The formative evaluation with the instructor will utilize guided feedback (from the Director of Instructional Design) as well as set expectations provided in KWU's Checklist for Online Instructors (see Appendix J) and *Quality Matters* rubric (see Appendix I). The results of these formative evaluations may be shared with the Online Advisory Council.

- **Team and Peer Evaluations:**  
Evaluation and assessment of teaching effectiveness in KWU Online courses shall occur during regular peer evaluations of tenured, non-tenure-track, and adjunct faculty. Normal topics covered in peer evaluations include course design, delivery, effectiveness, and opportunities for improvement and course enhancement.
- **Self-Assessment:**  
All faculty teaching KWU Online courses are expected to engage in a self-assessment of course design, delivery, and effectiveness. Such self-assessment is meant to provide opportunities for improvement and course enhancement. Student course evaluations, response to assignments, and overall student performance are some of the measures used during self-assessment.
- **Program Assessment:**  
Each academic program, including the Liberal Studies component, are formerly reviewed every five (5) years by the Provost's office and appropriate academic department. All programs who provide online instruction are expected to include those courses as part of the assessment/review.

## **Assessment Strategies**

In order to meet accreditation standards and to improve student learning, all online courses should be part of the college's regular assessment cycle in which student learning outcomes for classes are assessed, evaluated and results discussed in order to improve the student learning process.

The Online Committee is in the process of creating various mechanisms to gather evidence about the effectiveness of online programming at Kansas Wesleyan University in order to meet Council of Regional Accrediting Commissions (C-RAC) *Interregional guidelines for the Evaluation of Distance Education* (see Appendix H), KWU's Checklist for Online Instructors (see Appendix J), and *Quality Matters* rubric (see Appendix I) in the provision of best practice standards. The following list is a methods sampling from the aforementioned documents:

## **Indirect Measures**

- End-of-course surveys for students evaluating learning experience, student services and instructor support
- Distribute student feedback to online faculty
- Annual student focus groups
- Annual instructor feedback of the online program through surveys or focus groups
- Random telephone surveys to online students
- Mailings to online students to indicate how KWU can improve its online services and programs

## **Services and Support**

### **Disability Services**

It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. In order to receive the needed assistance, an individual with a diagnosed and documented disability must inform the University of the disability through official documentation. In order to be provided with reasonable accommodations, students with special needs and disabilities must identify themselves privately to the Interim Director of the Albert Nelson Student Success Center, Bryan McCullar, during or prior to the first week of class. Students can reach him by email ([bryan.mccullar@kwu.edu](mailto:bryan.mccullar@kwu.edu)) or phone (785-833-4398).

### **Library Services**

The Memorial Library is a full-service library delivering information and research services to the campus community. Library services include the physical location, as well as a detailed and comprehensive collection of academic databases that are available to all Kansas Wesleyan University students, faculty and staff.

Librarians are available Monday thru Friday, between the hours of 8 a.m. to 5 p.m. (excluding holidays and campus closings). They are also available in the evening and on weekends by appointment. Your primary contact is Megan Mack, Library Learning Commons Director, [megan.mack@kwu.edu](mailto:megan.mack@kwu.edu), 785-833-4397.

The main library homepage is [www.kwu.libguides.com/home](http://www.kwu.libguides.com/home).  
A comprehensive list of library services for faculty is available at [www.kwu.libguides.com/faculty/serv](http://www.kwu.libguides.com/faculty/serv).  
Most library policies are at [kwu.libguides.com/memorial](http://kwu.libguides.com/memorial).

Please make sure that the library has the resources your students need by consulting with the librarians as you develop your course and individual assignments. The librarians are always happy to give you feedback on research assignments.

### **Instructional Technology Services**

KWU offers assistance to all instructors in designing and conducting their courses in Canvas. Instructors new to KWU or new to Canvas are required to take online or face-to-face training courses with the instructional technology team before their first course begins. Online and face-to-face workshops are offered on a regular basis for experienced instructors. Check your KWU

email for regular announcements of required training and optional workshops about online teaching.

Online courses and syllabi will be reviewed for required elements by the instructional technology team or departmental mentors.

Your primary contact for help with developing, designing, or troubleshooting problems is the instructional technology team: [online.helpdesk@kwu.edu](mailto:online.helpdesk@kwu.edu). However, if you are having trouble accessing your KWU email, contact the Director of Information Systems at [it@kwu.edu](mailto:it@kwu.edu). If you are having trouble accessing your courses in Canvas, contact the Director of Graduate Education and Instructional Technology, Dr. Jamie Kootz at [jamie.kootz@kwu.edu](mailto:jamie.kootz@kwu.edu) (785) 833-4427).

## **Military Liaison**

Kansas Wesleyan University's Registrar's Office is the institutional military liaison (Jasmin Dauner, [jasmin.dauner@kwu.edu](mailto:jasmin.dauner@kwu.edu), (785) 833-4320). The Military liaison may be reached during normal office hours and is available to assist and/or answer questions for military personnel and their dependents who wish to become or are a KWU Online student.

## **Technical Support**

For technical assistance with online courses that are offered through KWU Online, Teams, or MyKWU, contact Instructional Technology: [it@kwu.edu](mailto:it@kwu.edu). For Canvas support, contact the Director of Graduate Education and Instructional Technology, Dr. Jamie Kootz: (785) 833-4427, [jamie.kootz@kwu.edu](mailto:jamie.kootz@kwu.edu). For help with your Canvas login, you may also contact Laura Vetter: (785) 833-4508, [laura.vetter@kwu.edu](mailto:laura.vetter@kwu.edu).

## **Course Development and Teaching Compensation**

### **Compensation for teaching for KWU Online**

KWU Online instruction conducted during any academic term will be compensated at a rate of \$800 per credit hour for undergraduate online courses and \$1,000 per credit hour for graduate online courses. Per the judgment of the Provost and the agreement of the course instructor, under-enrolled courses may be allowed to be held as scheduled with the instructor being compensated at a pro-rated rate.

### **Course Development Payments**

Beginning with the fall 2015 semester, formalized course approval forms that explain development responsibilities and remuneration processes must be completed. The Provost's

Office will manage this process of approvals and information regarding course development with respective faculty members. Faculty course developers will be compensated in accordance with Phase I and Phase II Agreement and Understanding documentation (see Appendix D and Appendix E) for new course development (pathway 1), redevelopment of an existing course (pathway 2), and non-KWU or existing course previously developed (pathway 3). Compensation will be determined by the Payment and Copyright Consideration tracks in Section VI of the Phase II Agreement and Understanding (see Appendix E) document. Rate of compensation will be determined by the Provost’s Office. The course development payment will be made during the semester that the course is first successfully offered. All developed courses receiving development remuneration from the institution is the intellectual property of Kansas Wesleyan University.

### Course Development Process

KWU is proud of its high-quality on-ground classes, and the institution is committed to ensuring that its online classes meet the same standards. Therefore, all new KWU Online courses will go through a thorough review process using Quality Matters metrics. This process is described in more detail below:

1. Twelve weeks before a new course is set to run, the course author must load two full weeks of course materials into the LMS, in addition to a completed main page.
2. Three members of the Online Advisory Council will conduct a review of the initial materials, utilizing the QM rubric, providing written feedback within seven days of submission.
3. The course author will revise accordingly, based on Council feedback, and will submit a completed course to the Online Advisory Council no later than six weeks prior to the semester in which the proposed online course will run.
4. Within one week of final submission, the Online Advisory Council will provide final feedback regarding required revisions.
5. All course materials are to be uploaded to the LMS two weeks before the start of classes. The Online Advisory Council will ensure the full development of the course and send confirmation to the course author and the Provost’s Office.

Additionally, the course author is responsible for delivering signed Phase I (Appendix D) and Phase II (Appendix E) contracts to the Provost’s Office.

| √ | <b>Online Course Review Process Checklist</b>   | <b>Dates</b> |
|---|---|--------------|
|   | <b>Twelve weeks prior to course start date:</b> course author loads two full weeks of course materials to the LMS, to include a completed main page.                                    |              |
|   | <b>One week later:</b> three members of the Online Advisory Council review the first two weeks of materials, to include the main page, and sends written feedback to the course author. |              |
|   | <b>Six weeks prior to course start date:</b> course author makes revisions and submits a completed course to the Online Advisory Council.   |              |

|  |  |  |
|--|--|--|
|  | <b>One week later:</b> the Online Advisory Council provides final feedback to the course author.   |  |
|  | <b>Two weeks prior to course start date:</b> The Online Advisory Council ensures the full development of the course sending confirmation to the course author and the Provost's Office |  |

## **Course Development Resources**

Course development instructional tools have been created. Canvas help documents are available at [community.Canvaslms.com/community/answers/guides/](https://community.canvaslms.com/community/answers/guides/), 24/7 support for instructors is available at 1(833) 750-0028. There are more resources available by self-enrolling in “Canvas Resources for Faculty” by logging into [kwu.instructure.com](https://kwu.instructure.com) and then access this url: <https://kwu.instructure.com/enroll/M9LT6Y>

### **Online Course Development Forms**

Online course development forms (Phase I and Phase 2) are found in APPENDIX D & APPENDIX E respectively.

# APPENDIX A: INTELLECTUAL PROPERTY POLICY

## 1. Background

The University has a responsibility for and an interest in the advancement of scientific knowledge and creative work that will enhance its educational, research and service missions and benefit the public it serves. The purpose of this policy is to encourage the development of Intellectual Property for the best interest of the public, the creator of the Intellectual Property, the University, and the research sponsor; to provide timely disclosure and protection of Intellectual Property whether by development, commercialization, or publication, or any combination thereof; to allow employees of the University maximum scientific and professional freedom with respect to the method of disclosure and publication of their findings, consistent with any contractual obligations of employment or sponsored research; to provide procedures for the protection of University Intellectual Property through patents, copyrights and trademarks, and for the licensing of University Intellectual Property for commercial application, for the benefit of the public.

## 2. Policy

The Office of Human Resources will assist with all legal matters relating to intellectual property, will help secure protection for the University's intellectual property when appropriate, and will monitor infringements. The Office of Human Resources will maintain central databases and files of patent applications, issued patents, copyrights, licenses and agreements; coordinate in negotiating and preparing license and other agreements. The Office of Human Resources will review and approve all agreements relating to intellectual property.

This policy is applicable to all persons employed by the University and any persons using the University facilities under the supervision of University personnel, including but not limited to visiting faculty and adjunct faculty, unless special terms for management of the work of such individuals are negotiated by the University.

## 3. Definitions

3.1 Intellectual Property: Collectively, all forms of intellectual property including but not limited to Inventions, Copyrightable Works, Trademarks, and Tangible Research Property.

3.2 Invention: A process, method, discovery, device, plant, or composition of matter, or other invention that reasonably appears to qualify for protection under the United States patent law, whether or not actually patentable. An Invention may be the product of a single inventor or a group of inventors who have collaborated on a project.

3.3 Copyrightable Work: An original work of authorship which has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, such as books, journals, software, computer programs, musical works, dramatic works, videos, multimedia products, sound recordings, pictorial and graphical works, etc. A Copyrightable Work may be the product of a single author or a group of authors who have collaborated on a project.

3.4 Trademark: A graphic symbol, distinctive word, word combination, or design that distinguishes and identifies the goods and services of one party from those of another, such as names or symbols used in conjunction with plant varieties or computer programs.

3.5 Tangible Research Property: Tangible items produced in the course of research including such items as biological materials, engineering drawings, integrated circuit chips, computer databases, prototype devices, circuit diagrams, and equipment. Individual items of Tangible Research Property may be associated with one or more intangible properties, such as Inventions, Copyrightable Works and Trademarks. An item of Tangible Research Property may be the product of a single creator or a group of individuals who have collaborated on a project.

3.6 University: Kansas Wesleyan University and any of its auxiliary components.

#### **4. Management of Inventions**

Inventors shall be permitted maximum freedom with respect to their Inventions, consistent with any obligations to the University. All University employees are required to abide by their obligations and those of the University under research agreements with sponsors.

4.1 An Invention resulting from activities related to an individual's employment responsibilities and/or with support from University-administered funds, facilities or personnel shall be owned by the University.

4.2 An Invention unrelated to an individual's employment responsibilities that is developed on his or her own time without University support or use of University facilities is not owned by the University.

4.3 Ownership of an Invention developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms, shall be owned by the University.

#### **5. Management of Copyrightable Works**

Kansas Wesleyan University encourages the preparation and publication of Copyrightable Works that result from teaching, research, scholarly and artistic endeavors by members of the faculty, staff, and student body of the University. Authors shall be permitted maximum freedom with respect to their Copyrightable Works, consistent with the obligations to the University. Copyrightable works may be created under a variety of circumstances and conditions which impact the ownership and subsequent management.

Intellectual property unrelated to the individual's employment responsibility that is developed on an individual's own time and without university support or use of university facilities is the exclusive property of the creator and the university has no interest in any such property and no claim to any profits resulting from that.

5.1 Books, Articles and Similar Works: In keeping with academic tradition, and except to the extent required by the terms of any funding agreement, the University does not claim ownership to pedagogical, scholarly or artistic works, regardless of their form of expression. Such works include but are not limited to faculty-prepared works such as textbooks, course materials and refereed literature. Such works include those of students created in the course of their education, such as dissertations, papers, and journal articles. Furthermore, the University claims no ownership in popular nonfiction, novels, poems, musical compositions or other works of artistic imagination that are not works for hire (see 5.2 below). If title to copyright in works defined within this section vests in the University by law, the University will, upon request and to the extent consistent with its legal obligations, convey copyright to the authors of such Copyrightable Works. If a faculty member retains title to copyright in teaching or course materials that are not works for hire (see 5.2 below), such as class notes, curriculum guides and laboratory notebooks, the University shall retain a royalty-free right to use the materials for educational purposes.

5.2 Institutional Works: The University shall retain ownership of Copyrightable Works created as institutional rather than personal efforts that is, created for institutional purposes in the course of the creator's employment including but not limited to simultaneous or sequential contributions over time by numerous faculty, staff or students. For instance, work assigned to programmers is Institutional Work or "work for hire" as defined by law, as is software developed for University purposes by staff working collaboratively. Brochures, training programs, CD-ROMs, videos, and manuals for which staff members are hired to develop are other examples of Institutional Works, or work for hire. The University owns all right, title and interest in such Institutional Works.

5.3 Works Developed with Significant Use of Resources: Copyrightable Works that are not works for hire (see 5.2 above) but are works that are developed with integral and significant use of funds, space, hardware, or facilities administered by the University, where use was essential and substantial rather than incidental, shall be owned by the University. Furthermore, Copyrightable Works that are not works for hire (see 5.2 above) but are works that are developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, or by a private gift or grant to the University, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms and to the extent consistent with copyright law, shall be owned by the University as the administrator of the grant or contract. The University recognizes and affirms the traditional academic freedom of its faculty and staff to publish pedagogical, scholarly or artistic works without restriction. In keeping with the traditional notions of academic freedom, the University will not construe the provision of offices or library facilities as constituting significant use of University resources, except for those instances where the resources were furnished specifically to support the development of such Copyrightable Works. The works created during a sabbatical leave are the property of the creator.

5.4 Authors of Copyrightable Works that are not owned by the University, or any of its components, own the copyrights in their works and are free to publish them, register the copyright, and to receive any revenues which may result there from.

5.5 Authors of Copyrightable Works that are not works for hire (see 5.2 above) but are works that are owned by the University under paragraph 5.3 shall promptly disclose to the President any work of authorship covered by this regulation (including those made under sponsored research or cooperative arrangements). Disclosure shall be made in writing to the president.

5.6 If the University wants to commercialize and/or license intellectual property, a separate legal agreement will be drawn up between all parties involved regarding the distribution of income generated from it.

5.7 Inventors and authors may receive up to fifty percent (50%) of any equity or other non-monetary consideration in which the University has a legal claim.

## **6. Trademarks**

In most situations, a Trademark identifies an item of intellectual property, such as a computer program or a plant variety. In other situations, a Trademark identifies an educational, service, public relations, research or training program of the University. The University owns all right, title and interest in Trademarks related to an item of Intellectual Property owned by the University, or to a program of education, service, public relations, research or training program of the University. All income from the licensing of a Trademark shall belong to the University as applicable.

## **7. Tangible Research Property**

7.1 The University owns all right, title and interest in Tangible Research Property related to an individual's employment responsibilities and/or developed with support from University-administered funds, facilities, equipment or personnel.

7.2 For purposes of management of the asset, Tangible Research Property shall be managed as an Invention under section 4, with distribution of income from the distribution or commercialization of such Tangible Research Property made in accordance with paragraph 5.

## **APPENDIX B: BILL OF RIGHTS AND PRINCIPLES FOR LEARNING IN THE DIGITAL AGE**

Kansas Wesleyan University ascribes to the principles as stated in “The Bill of Rights and Principles of Learning in the Digital Age” that was published in the Chronicle of Higher Education (retrieved from <http://chronicle.com/article/The-Document-A-Bill-of/136781/> on April 20, 2016).

### **A Bill of Rights and Principles for Learning in the Digital Age**

#### **Preamble**

Work on this Bill of Rights & Principles began in Palo Alto, California, on December 14, 2012. We convened a group of people passionate about learning, about serving today's students, and about using every tool we could imagine to respond better to the needs of students in a global, interactive, digitally connected world.

The Internet has made it possible for anyone on the planet to be a student, a teacher, and a creative collaborator at virtually no cost. Novel technologies that can catalyze learning are bubbling up in less time than it takes to read this sentence. Some have emerged from universities, some from the private sector, some from individuals and digital communities. In the past year, Massive Online Open Courseware, or MOOCs, have become the darling of the moment—lauded by the media, embraced by millions--so new, so promising in possibility, and yet so ripe for exploitation.

We believe that online learning represents a powerful and potentially awe-inspiring opportunity to make new forms of learning available to all students worldwide, whether young or old, learning for credit, self-improvement, employment, or just pleasure. We believe that online courses can create "meaningful" as well as "massive" learning opportunities.

We are aware of how much we don't know: that we have yet to explore the full pedagogical potential of learning online, of how it can change the ways we teach, the ways we learn, and the ways we connect.

And we worry that this moment is fragile, that history frequently and painfully repeats itself. Think of television in the 1950s or even correspondence courses in the 1920s. As we begin to experiment with how novel technologies might change learning and teaching, powerful forces threaten to neuter or constrain technology, propping up outdated educational practices rather than unfolding transformative ones.

All too often, during such wrenching transitions, the voice of the learner gets muffled.

For that reason, we feel compelled to articulate the opportunities for students in this brave electronic world, to assert their needs and--we dare say--rights.

We also recognize some broader hopes and aspirations for the best online learning. We include those principles as an integral addendum to the Bill of Rights below.

Our broad goal is to inspire an open, learner-centered dialogue around the rights, responsibilities, and possibilities for education in the globally-connected world of the present and beyond.

## **I. The Bill of Rights**

We believe that our culture is increasingly one in which learning, unlearning and relearning are as fundamental to our survival and prosperity as breathing. To that end, we believe that all students have inalienable rights which transfer to new and emerging digital environments. They include:

### **The right to access**

Everyone should have the right to learn: traditional students, non-traditional students, adults, children, and teachers, independent of age, gender, race, social status, sexual orientation, economic status, national origin, bodily ability, and environment anywhere and everywhere in the world. To ensure the right to access, learning should be affordable and available, offered in myriad formats, to students located in a specific place and students working remotely, adapting itself to people's different lifestyles, mobility needs, and schedules. Online learning has the potential to ensure that this right is a reality for a greater percentage of the world's population than has ever been realizable before.

### **The right to privacy**

Student privacy is an inalienable right regardless of whether learning takes place in a brick-and-mortar institution or online. Students have a right to know how data collected about their participation in the online system will be used by the organization and made available to others. The provider should offer clear explanations of the privacy implications of students' choices.

### **The right to create public knowledge**

Learners within a global, digital commons have the right to work, network, and contribute to knowledge in public; to share their ideas and their learning in visible and connected ways if they so choose. Courses should encourage open participation and meaningful engagement with real audiences where possible, including peers and the broader public.

### **The right to own one's personal data and intellectual property**

Students also have the right to create and own intellectual property and data associated with their participation in online courses. Online programs should encourage openness and sharing, while working to educate students about the various ways they can protect and license their data and creative work. Any changes in terms of service should be clearly communicated by the provider, and they should never erode the original terms of privacy or the intellectual property rights to which the student agreed.

### **The right to financial transparency**

Students have a right to know how their participation supports the financial health of the online system in which they are participating. They have a right to fairness, honesty, and transparent financial accounting. This is also true of courses that are "free." The provider should offer clear explanations of the financial implications of students' choices.

### **The right to pedagogical transparency**

Students have the right to understand the intended outcomes--educational, vocational, even philosophical--of an online program or initiative. If a credential or badge or certification is promised by the provider, its authenticity, meaning, and intended or historical recognition by others (such as employers or academic institutions) should be clearly established and explained.

### **The right to quality and care**

Students have the right to care, diligence, commitment, honesty and innovation. They are not being sold a product--nor are they the product being sold. They are not just consumers. Education is also about trust. Learning--not corporate profit--is the principal purpose of all education.

### **The right to have great teachers**

All students need thoughtful teachers, facilitators, mentors and partners in learning, and learning environments that are attentive to their specific learning goals and needs. While some of us favor peer learning communities, all of us recognize that, in formal educational settings, students should expect--indeed demand--that the people arranging, mentoring and facilitating their learning online be financially, intellectually and pedagogically valued and supported by institutions of higher learning and by society. Teachers' know-how and working conditions are students' learning conditions.

### **The right to be teachers**

In an online environment, teachers no longer need to be sole authority figures but instead should share responsibility with learners at almost every turn. Students can participate and shape one another's learning through peer interaction, new content, enhancement of learning materials and by forming virtual and real-world networks. Students have the right to engaged participation in the construction of their own learning. Students are makers, doers, thinkers, contributors, not just passive recipients of someone else's lecture notes or methods. They are critical contributors to their disciplines, fields, and to the larger enterprise of education.

## **II. Principles**

The following are principles to which the best online learning should aspire. We believe the merit of specific courses, programs, or initiatives can be judged on the strength of their adherence to these principles and encourage students and professors to seek out and create digital learning environments that follow and embody them.

## **Global contribution**

Online learning should originate from everywhere on the globe, not just from the U.S. and other technologically advantaged countries. The best courses will be global in design and contribution, offering multiple and multinational perspectives. They should maximize opportunities for students from different countries to collaborate with one another, to contribute local knowledge and histories and to learn one another's methods, assumptions, values, knowledge and points of view.

## **Value**

The function of learning is to allow students to equip themselves to address the challenges and requirements of life and work. Online learning can serve as a vehicle for skills development, retraining, and marketable expertise. It can also support self-improvement, community engagement, intellectual challenge, or play. All of these functions are valid. The best programs and initiatives should clearly state the potential contexts in which they offer value.

## **Flexibility**

Students should have many options for online learning, not simply a digitized replication of the majors, minors, requirements, courses, schedules and institutional arrangements of conventional universities. The best online learning programs will not simply mirror existing forms of university teaching but offer students a range of flexible learning opportunities that take advantage of new digital tools and pedagogies to widen these traditional horizons, thereby better addressing 21st-century learner interests, styles and lifelong learning needs. Ideally, they will also suggest and support new forms of interdisciplinary and cross-disciplinary inquiry that are independent of old gatekeepers such as academic institutions or disciplines, certification agencies, time-to-degree measurements, etc.

## **Hybrid learning**

Freed from time and place, online learning should nonetheless be connected back to multiple locations around the world and not tethered exclusively to the digital realm. This can happen by building in apprenticeships, internships and real-world applications of online problem sets. Problem sets might be rooted in real-world dilemmas or comparative historical and cultural perspectives. (Examples might include: "Organizing Disaster Response and Relief for Hurricane Sandy" or "Women's Rights, Rape, and Culture" or "Designing and Implementing Gun Control: A Global Perspective.")

## **Persistence**

Learning is emergent, a lifelong pursuit, not relegated to the brick walls of an institution or to a narrow window of time during life; it has no specific end point. The artificial divisions of work, play and education cease to be relevant in the 21st century. Learning begins on a playground and continues perpetually in other playgrounds, individual and shared workspaces, communities and more. Learning can be assessed but doesn't aim itself exclusively toward assessment.

## **Innovation**

Both technical and pedagogical innovation should be hallmarks of the best learning environments. A wide variety of pedagogical approaches, learning tools, methods and practices should support students' diverse learning modes. Online learning should be flexible, dynamic, and individualized rather than canned or standardized. One size or approach does not fit all.

## **Formative assessment**

Students should have the opportunity to revise and relearn until they achieve the level of mastery they desire in a subject or a skill. Online learning programs or initiatives should strive to transform assessment into a rich, learner-oriented feedback system where students are constantly receiving information aimed at guiding their learning paths. In pedagogical terms, this means emphasizing individualized and timely (formative) rather than end-of-learning (summative) assessment. Similarly, instructors should use such feedback to improve their teaching practices. Assessment is only useful insofar as it helps to foster a culture of success and enjoyment in learning.

## **Experimentation**

Experimentation should be an acknowledged affordance and benefit of online learning. Students should be able to try a course and drop it without incurring derogatory labels such as failure (for either the student or the institution offering the course). Through open discussion of the strengths and weaknesses of programs, the industry should develop crowd-sourced evaluative guides to help learners choose the online learning that best fits their needs.

## **Civility**

Courses should encourage interaction and collaboration between students wherever it enhances the learning experience. Such programs should encourage student contributions of content, perspectives, methods, reflecting their own cultural and individual perspectives. Online learning programs or initiatives have a responsibility to share those contributions in an atmosphere of integrity and respect. Students have the right and responsibility to promote and participate in generous, kind, constructive communication within their learning environment.

## **Play**

Open online education should inspire the unexpected, experimentation, and questioning--in other words, encourage play. Play allows us to make new things familiar, to perfect new skills, to experiment with moves and crucially to embrace change--a key disposition for succeeding in the 21st century. We must cultivate the imagination and the dispositions of questing, tinkering and connecting. We must remember that the best learning, above all, imparts the gift of curiosity, the wonder of accomplishment, and the passion to know and learn even more.

## APPENDIX C: GLOSSARY OF TERMS

### Classifications and Definitions

- **Canvas**: Standard LMS for KWU students for their course delivery platform
- **Distance Education**: As stated in Chapter 34 of the *Code of Federal Regulations*, section 600.2, and for the purposes of KWU’s *Faculty & Student Handbook for KWU Online*, “Distance Education” is defined as provided below:
  - (1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
  - (2) The technologies that may be used to offer distance education include —
    - i. The internet;
    - ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
    - iii. Audio conferencing; or
    - iv. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(i) through (1)(iii) of this definition.
  - (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution’s accrediting agency.
  - (4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following -
    - i. Providing direct instruction;
    - ii. Assessing or providing feedback on a student’s coursework;
    - iii. Providing information or responding to questions about the content of a course or competency;
    - iv. Facilitating a group discussion regarding the content of a course or competency; or,
    - v. Other instructional activities approved by the institution’s or program’s accrediting agency.

- (5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency -
- i. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
  - ii. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.
- **Distance Education Course**: an individual course in which a significant portion of the instruction occurs when the student and the instructor are not in the same physical location.
  - **Hybrid Course/Blended Instruction**: Instructor and students meet for the course at least once in the same geographic location while other class time is replaced with online activities. The geographic location can be a main-campus location or an off-campus location; for military financial aid “the predominance of the instruction takes place through a non-face-to-face modality”
  - **Online Courses**: These are asynchronous courses where students are not required to log-in at specific times. However, assignments are due on a schedule set by the instructor, and the instructor guides the class through the course work, just like main-campus classes. Students within the course often interact with each other, as well as with the instructor. The courses can be offered during a traditional semester or a shorter time period.
  - **SME**: a Subject Matter Expert. An individual with a high level of expertise in the subject matter that can serve in a support and/or training role for others.
  - **Distance Education Program**: an approved collection of courses or course of study where a student can earn 50% or more credits necessary to qualify for a degree through distance learning.
  - **LMS**: a Learning Management System. A software system that allows for online access of course materials by students.
  - **eLearning** : A learning management system (MyKWU) used by KWU, hosted by Jenzabar/ACCK/KICA
  - **MyKWU** : Student web portal for Kansas Wesleyan University
  - **Lecture Capture**: A system that records, or captures, classroom-based activities and/or lectures in a digital format that is then available for download or consumption over the internet outside of the class period.
  - **Video Conferences**: The holding of a conference among people at remote locations by means of transmitted audio and video signals.

**APPENDIX D: DISTANCE LEARNING COURSE DEVELOPMENT  
(PHASE I)**

**Kansas Wesleyan University**

**Phase I**  
**Distance Education Course Development**  
Agreement and Understanding

Course Developer(s):  
Course Prefix and Number:  
Course Title:  
Proposed Semester for Initial Offering:

Type of Course Development:

- Pathway I: New Development
- Pathway II: Redevelopment of Existing KWU Course
- Pathway III: Non-KWU Produced Course or Existing Previously Developed KWU Course

**New Development:** A course that has not been previously developed for online delivery.

**Redevelopment of an Existing Course:** Redevelopment of an existing course (e.g. delivery method changed, modifying current course content and/or adding new lectures.) A course must be 3 years or older or 50% of the content has changed to be eligible for redevelopment.

**Non-KWU or Existing Course Previously Developed:** Any course not developed at KWU or a previously developed KWU course that needs validation. The course must be submitted for quality assurance and any exceptions must be approved by the Provost as well as the respective unit head.

I understand this process is not to be formally initiated until approvals are received from the academic unit head and the Executive Vice President / Provost.

I understand I must meet with the LMS coordinator and any assigned development mentor prior to signing any Work-for-Hire contract.

I understand the course cannot be scheduled for delivery (not added to the class schedule) until final endorsement of completion and quality assurance is issued by the academic unit head.

This applies to courses in all three pathways.

I understand if the course development is not completed within 16 weeks as required for any type of course development, the Work-for-Hire contract will become null and void. Course developers have an obligation to meet the timeline or request an exception five business days prior to the established deadline.

I understand my program faculty and academic unit head have ultimate responsibility to review the quality of the course, the appropriateness of instructional materials and its consistency with all other sections of the same course that may be taught in the program. I agree to use the official KWU digital syllabus.

Approved by:

\_\_\_\_\_

Course Developer(s)

\_\_\_\_\_

Date

\_\_\_\_\_

Division Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Provost

Date

\_\_\_\_\_

**THIS IS NOT A CONTRACT.  
THIS IS THE PRELIMINARY FIRST PHASE IN A COURSE DEVELOPMENT  
APPROVAL FOR ONLINE INSTRUCTION. ONCE COMPLETED AND APPROVED,  
THE PHASE TWO DOCUMENT WILL BE FORWARDED BY THE COURSE  
DEVELOPER(S) FOR INFORMATION RELATING TO SPECIFIC DEVELOPMENT  
DETAILS AND DEVELOPMENT PAYMENT ISSUES.**

**APPENDIX E: DISTANCE LEARNING COURSE DEVELOPMENT  
(PHASE II)**

# **Kansas Wesleyan University**

## **Phase II**

### **Preliminary Planning of the Course**

(Do not submit this form until the Agreement and Understanding is approved)

#### **SECTION I: Course Developer(s)**

Name of Course Developer:

Name of Co-Developer (if applicable):

Academic Unit:

Phone Number:

E-mail Address:

Are you planning to teach this course?  Yes  No (If not going to be an instructor of record)

Have you previously developed an online course?  Yes  No

Have you previously taught an online course?  Yes  No

Intended course length:  16 weeks  8 weeks (accelerated)  4 weeks (accelerated)

#### **SECTION II: Course Development**

Type of Course Development:

Pathway I: New Development

Pathway II: Redevelopment of Existing KWU Course

Pathway III: Non-KWU Produced Course or Existing Previously Developed KWU Course

**New Development:** A course that has not been previously developed for online delivery.

**Redevelopment of an Existing Course:** Redevelopment of an existing course (e.g. delivery method changed, modifying current course content and/or adding new lectures.) A course must be 3 years or older or 50% of the content has changed to be eligible for redevelopment.

**Non-KWU or Existing Course Previously Developed:** Any course not developed at KWU or a previously developed KWU course that needs validation. The course must be submitted for quality assurance and any exceptions must be approved by the Provost as well as the respective unit head.

### SECTION III: Course Information

Course Prefix and Number:

Credit Hours:

Course Title:

Course Level: \_\_\_ Undergraduate \_\_\_ Graduate \_\_\_\_\_ Other  
(specify)

Proposed semester for initial offering of course after development: \_\_\_\_\_ Semester \_\_\_\_\_  
Year

Will this course require the University to secure copyrights or Creative Commons licensing for any resources? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please note the specific licensing likely to be needed:

### SECTION IV: Course Information Continued

For this course, what are the:

- Program Learning Outcomes?
- Course Learning Outcomes?
- Liberal Studies Learning Outcomes?
- Institutional Learning Outcomes?
- DEI Learning Outcomes?

If the course is being redeveloped (Pathway II), how are you going to improve this course (e.g., new delivery methods, new course content, better teaching techniques, etc.)?

Do you require video production assistance? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain

Do you plan to make use of guest lecturers? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain

Will you be assigning a DVD for this class? \_\_\_ Yes \_\_\_ No \_\_\_ Uncertain

## **SECTION V: Menu of Considerations/Elements for Developing the Course Proposal**

Check all that apply.

### **Audio/Podcasting:**

- Audacity
- Net Vibes
- Web-based Interactive Whiteboards
- Other, specify \_\_\_\_\_

### **Cultivating Interactive Communities:**

- Discussion Boards/Chat Rooms
- Frequently Asked Questions Page
- Journals
- Problem-based Learning
- Service Learning/Civic Engagement Projects
- Threaded Discussions
- Other, specify \_\_\_\_\_

### **Presentation Tools/Technologies:**

- Jing
- Powerpoint
- Prezi
- Screencast-O-Matic
- SlideShare
- Voice Thread
- Other, specify \_\_\_\_\_

### **Video Streaming/Video/Image Sharing:**

- Flickr
- Khan Academy
- Skype
- TeacherTube
- TED Talks

\_\_\_\_ YouTube  
\_\_\_\_ Other, specify \_\_\_\_\_

**Web Conferencing/Video Conferencing:**

\_\_\_\_ Adobe Connect  
\_\_\_\_ SKYPE  
\_\_\_\_ Web EX  
\_\_\_\_ Other, specify \_\_\_\_\_

**SECTION VI: Payment and Copyright Considerations**

\_\_\_\_ Track 1: A Pathway I development with substantial use of media/streaming video of lecture materials self-developed. Payment of \$2,000 during the first semester the course is successfully offered.

\_\_\_\_ Track 2: A Pathway I development not utilizing a substantial use of self-developed lecture content or other substantial use of media. Payment of \$1,000 during the first semester the course is successfully offered.

\_\_\_\_ Track 3: A Pathway II redevelopment with substantial use of media/streaming video of lecture materials self-developed. Payment of \$2,000 during the first semester the course is successfully offered.

\_\_\_\_ Track 4: A Pathway II redevelopment not utilizing a substantial use of self-developed lecture content or other substantial use of media. Payment of \$1,000 during the first semester the course is successfully offered.

\_\_\_\_ Track 5: A Pathway III use of an existing course development. Payment of \$500 during the first semester the course is successfully offered.

- In each case, copyright ownership of the materials is shared between the developer of record and Kansas Wesleyan University. As always, Kansas Wesleyan University administration retains the right to assign any faculty member deemed appropriate to teach section(s) of any developed course.

Approved by:

\_\_\_\_\_  
Course Developer(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

## **APPENDIX F: POLICIES**

### **Employee Tuition Remission Benefit**

The employee tuition remission benefit for faculty and staff and their dependents, until the age of 24 and is considered of dependent status on FAFSA, will be extended to include online course offerings given capacity exists in the course section in question. Approval of exceptions is made at the discretion of the Provost.



## APPENDIX G: KWU SYLLABUS MINIMUM EXPECTATIONS

### Academic Syllabus for *“insert name”* Department Division of *“insert name”*

#### Syllabus Policy Information

All syllabi at Kansas Wesleyan University should contain the following information:

#### **I. Essential information about the course:**

- A. Course Title
- B. Course Number
- C. Semester being taught
- D. Course length
- E. Course location: virtual
- F. Course meeting days, times, and the semester: virtual
- G. The number of credit hours the course is worth
- H. Credit hour statement (explanation of instructional time and expectations of out-of-class student work per credit)
- I. Official catalog description
- J. Required texts (please include the ISBN)  
Recommended texts
- K. University Mission
- L. Course pre-requisites
- M. Course co-requisites

#### **II. Essential information about the instructor:**

- A. Instructor's name
- B. Instructor's office location
- C. Instructor's student hours (including locations)
- D. Instructor's contact information (email and/or phone number)

#### **III. Essential information about course policies and procedures:**

- A. Course-specific Student Learning Objectives (SLOs)
- B. Liberal Studies SLOs (if applicable)
- C. Grading policies: List the assessment types (such as quizzes, exams, formal papers, etc.) and the weighting of these assessments. If attendance and/or participation would be used, explain how these will be assessed.
- D. Grading scale (all courses at Kansas Wesleyan must use +/- grading)
- E. Academic dishonesty statement

- F. Attendance policy
- G. Disabilities statement
- H. ESL statement
- I. Academic alert policy
- J. Campus communication statement
- K. Tentative course schedule (noting assignments and due dates)
- L. All online courses and directed studies must make explicit how the course fulfills federal mandates for seat time (750 minutes per credit hour). List this information on the schedule.
- M. Policy on Turnitin (if using this software)
- N. Policy on Face Coverings

## **I.E**

### **Credit Hour Definition:**

KWU adheres to federal regulations determining the awarding of academic credit. For each credit hour earned, students should expect “not less than one hour of direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.”

## **III.E**

### **Academic Dishonesty (quoted from the Academic Catalog):**

All forms of academic dishonesty, including cheating, plagiarism, and facilitating academic dishonesty of others are violations of Kansas Wesleyan’s Code of Conduct.

Academic dishonesty is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas and work of another in order to gain an unfair academic advantage. Plagiarism is the use of another’s works or ideas, verbatim or paraphrased, consciously or unconsciously, without giving credit to the creator of the work. Cheating is the unauthorized use or exchange of information before or during an examination, unauthorized collaboration on an assignment, submitting the same work for more than one course, or buying or selling work for a course.

When penalties for cheating or plagiarism that involve failure of an assignment or course are given by a faculty member, the faculty member will inform the provost of the occurrence in writing. That faculty member will also provide the student with a copy of the report. Based on the severity of the situation, the faculty member may, independently and without prior notice, take any of the following actions:

- Re-do work, retake examination with penalty
- Fail work, fail examination
- Fail course

### **III.G**

#### **Students with Special Needs and Disabilities:**

It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. Students requesting accommodations should contact the Director of the Student Success Center (785-833-4398; bryan.mccullar@kwu.edu). Appropriate documentation must be provided, per KWU's Student Disabilities Services Handbook.

### **III.H**

#### **English as a Second Language (ESL):**

For students who speak English as a second language (ESL) and who believe that receiving academic assistance is necessary for their success at Kansas Wesleyan University, the following resource guidelines are offered:

4. Meet with your professor at the beginning of the semester to identify yourself as an ESL student. Types of support that may be provided but not required by professors are extended time on assignments and tests, a non-distracting testing environment, use of English language technology, etc.
5. Seek tutoring assistance at the Student Success Center.
6. Manage your time so that you can sufficiently understand the coursework and assignments.

### **III.I**

#### **Academic Alert Policy:**

KWU is invested in helping you achieve your best. Therefore, at the quarter and mid-semester, if the instructor feels that your chance of earning a C or better in the course is in jeopardy, he/she is required to submit your name to the Academic Alert system. If two or more professors submit your name, you will be placed on a concern list which notifies your advisor, coach and/or activities director, and, if a financial dependent, your parents. You will be strongly encouraged to develop a written and closely-monitored plan for achieving course success, which may involve tutoring, study-skills instruction, and frequent meetings with your advisor and your professors. If you are placed on the concern list and you do not wish to take advantage of the plan for assistance, you must opt-out in writing with the Vice President for Student Development.

### **III.J**

#### **Campus Communications:**

Almost all of your official KWU communications, including enrollment, financial aid, graduation, and course information comes addressed to you at your KWU email address and/or your campus mail box. With this in mind, it is critical that you check both your KWU email and campus box on a daily basis. The KWU email system is not able to automatically forward emails from the KWU system to another email provider you use (Yahoo, Hotmail, AOL, etc.), but your other email provider may have a way for you to "pull" your KWU emails from our system to theirs. So, by whatever means, you are responsible for checking your KWU email and campus box regularly in order to stay informed about KWU and course happenings.

### **III. M**

#### **Turnitin (if using this software):**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **III. N**

#### **Policy on Face Coverings:**

Face coverings, such as masks, are required to be worn in the classroom at this time. Students are expected to follow the protocols for classroom safety as established by the university and as directed by their instructors. Students who fail to comply with the health and safety guidelines during the coronavirus pandemic should expect to be removed from class and may be referred to the Student Development Office for further action. Students seeking accommodations should contact the Director of the Student Success Center (bryan.mccullar@kwu.edu).

### **III. O**

#### **Online Assistance:**

KWU offers assistance to all students taking online courses. If you experience problems using features in your online course, contact your instructor first, who is the best person to explain how to access assignments and exams. But don't hesitate to contact the instructional technology team at [it@kwu.edu](mailto:it@kwu.edu) if you need more help.



**Academic Syllabus for “insert name” Department  
Division of “insert name”**

|   |   |
|---|---|
| <b>Course title</b>                     |   |
| <b>Course catalog description</b>       |   |
| <b>Course number and section number</b> |   |
| <b>Credit hours</b>                     |   |
| <b>Credit hour requirement</b>          | KWU adheres to federal regulations determining the awarding of academic credit. For each academic credit hour earned, students should expect “not less than one hour of direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.” |
| <b>Term &amp; Year</b>                  |   |
| <b>Course length</b>                    |   |
| <b>Course location</b>                  |   |
| <b>Course meeting days</b>              |   |
| <b>Course meeting time</b>              |   |
| <b>Course Pre-requisites</b>            |   |
| <b>Course Co-requisites</b>             |   |
| <b>Instructor’s Contact Information</b> |   |
| <b>Instructor Name</b>                  |   |
| <b>Phone Number</b>                     |   |
| <b>E-mail</b>                           |   |
| <b>Office Location</b>                  |   |
| <b>Student Hours</b>                    | Include overview and explanation here   |

| Course Information                             |  |
|--|--|
| <b>Required Texts, Learning Resources</b>      |  |
| <i>Recommended Texts, Learning Resources</i>   |  |
| <b>Learning Support</b>                        | Director of the Albert Nelson Student Success Center, Bryan McCullar:<br>Memorial Library (bryan.mccullar@kwu.edu or 785.833.4398)<br>Interim Director of Library Services, Memorial Library, Megan Mack<br>(megan.mack@kwu.edu or 785.833-4397) |
| <b>Liberal Studies Category and Objectives</b> |  |
| <b>Course Learning Objectives</b>              |  |
| <b>Teaching Strategies</b>                     |  |
| <b>Attendance</b>                              |  |
| Evaluation Methods, Grading                    |  |
| <b>Participation</b>                           |  |
| <b>Grading Scale</b>                           |  |

|                                 |  |
|---------------------------------|--|
| <b>Activities/Assignments</b>   |  |
| <b>Make-up test/quiz policy</b> |  |
| <b>Turnitin</b>                 | <p>Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.</p>   |
| <b>Academic Integrity</b>       | <p>All forms of academic dishonesty, including cheating, plagiarism, and facilitating academic dishonesty of others are violations of Kansas Wesleyan’s Code of Conduct.</p> <p>Academic dishonesty is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas and work of another in order to gain an unfair academic advantage. Plagiarism is the use of another’s works or ideas, verbatim or paraphrased, consciously or unconsciously, without giving credit to the creator of the work. Cheating is the unauthorized use or exchange of information before or during an examination, unauthorized collaboration on an assignment, submitting the same work for more than one course, or buying or selling work for a course.</p> <p>When penalties for cheating or plagiarism that involve failure of an assignment or course are given by a faculty member, the faculty member will inform the provost of the occurrence in writing. That faculty member will also provide the student with a copy of the report. Based on the severity of the situation, the faculty member may, independently and without prior notice, take any of the following actions:</p> <ul style="list-style-type: none"> <li>- Re-do work, retake examination with penalty</li> <li>- Fail work, fail examination</li> <li>- Fail course</li> </ul> |

**Student Information**

|   |   |
|---|---|
| <b>Students with Special Needs and Disabilities</b> | It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. Students requesting accommodations should contact the Director of the Student Success Center (785-833-4398; <a href="mailto:bryan.mccullar@kwu.edu">bryan.mccullar@kwu.edu</a> ). Appropriate documentation must be provided, per KWU's Student Disabilities Services Handbook.   |
| <b>English as a Second Language (ESL)</b>           | For students who speak English as a second language (ESL) and who believe that receiving academic assistance is necessary for their success at Kansas Wesleyan University, the following resource guidelines are offered: <ol style="list-style-type: none"> <li>1. Meet with your professor at the beginning of the semester to identify yourself as an ESL student. Types of support that may be provided but not required by professors are extended time on assignments and tests, a non-distracting testing environment, use of English language technology, etc.</li> <li>2. Seek tutoring assistance at the Student Success Center.</li> <li>3. Manage your time so that you can sufficiently understand the coursework and assignments.</li> </ol>  |
| <b>Academic Alert Policy</b>                        | KWU is invested in helping you achieve your best. Therefore, at the quarter and mid-semester, if the instructor feels that your chance of earning a C or better in the course is in jeopardy, he/she is required to submit your name to the Academic Alert system. If two or more professors submit your name, you will be placed on a concern list which notifies your advisor, coach and/or activities director, and, if a financial dependent, your parents. You will be strongly encouraged to develop a written and closely-monitored plan for achieving course success, which may involve tutoring, study-skills instruction, and frequent meetings with your advisor and your professors. If you are placed on the concern list and you do not wish to take advantage of the plan for assistance, you must opt-out in writing with the Vice President for Student Development. |
| <b>Campus Communication</b>                         | Almost all of your official KWU communications, including enrollment, financial aid, graduation, and course information comes addressed to you at your KWU email address and/or your campus mail box. With this in mind, it is critical that you check both your KWU email and campus box on a daily basis. The KWU email system is not able to automatically forward emails from the KWU system to another email provider you use (Yahoo, Hotmail, AOL, etc.), but your other email provider may have a way for you to "pull" your KWU emails from our system to theirs. So, by whatever means, you are responsible for checking your KWU email and campus box regularly in order to stay informed about KWU and course happenings.  |

|                       |  |
|-----------------------|--|
| <b>Face Coverings</b> | Face coverings, such as masks, are required to be worn in the classroom at this time. Students are expected to follow the protocols for classroom safety as established by the university and as directed by their instructors. Students who fail to comply with the health and safety guidelines during the coronavirus pandemic should expect to be removed from class and may be referred to the Student Development Office for further action. Students seeking accommodations should contact the Director of the Student Success Center (bryan.mccullar@kwu.edu). |
|-----------------------|--|

**Tentative Schedule  
(subject to change)**

| Dates          | Assignments  | Seat Time (for online or directed studies) |
|----------------|--|--|
| <b>WEEK #1</b> | <i>COMPLETE THROUGH YOUR ACADEMIC TERM WITH ACTIVITIES, HOMEWORK, EXAMS, DUE DATES, ETC...</i> |  |
| <b>WEEK #2</b> | <i>COMPLETE THROUGH YOUR ACADEMIC TERM WITH ACTIVITIES, HOMEWORK, EXAMS, DUE DATES, ETC...</i> |  |
| <b>WEEK #3</b> | <i>COMPLETE THROUGH YOUR ACADEMIC TERM WITH ACTIVITIES, HOMEWORK, EXAMS, DUE DATES, ETC...</i> |  |

## APPENDIX H: NC SARA INFORMATION AND FAQS ABOUT THE 21<sup>ST</sup> CENTURY DISTANCE EDUCATION GUIDELINES APRIL 6, 2021



### Information and FAQs about the *21<sup>st</sup> Century Distance Education Guidelines* **April 6, 2021**

*The Council of Regional Accrediting Commissions (C-RAC) has posted 21<sup>st</sup> Century Distance Education Guidelines [on its website](#) along with its statement about them.*

## Key Information for SARA Purposes

Adherence to C-RAC's *2011 Interregional Guidelines for the Evaluation of Distance Education* is a requirement for institutions to participate in SARA.

NC-SARA commissioned NCHEMS to undertake a review of accreditors' use of the *2011 C-RAC Guidelines* and then, based on the findings of that review, to develop the *21st Century Distance Education Guidelines* in service to the field and accreditors. The guidelines are not NC-SARA's; NC-SARA will post the guidelines on its website upon NC-SARA board's approval to incorporate them into the *SARA Policy Manual*.

The *21<sup>st</sup> Century Guidelines* are not in draft form; they were finalized by NCHEMS along with the numerous expert participants in the project. NC-SARA "proposed" them to C-RAC for its consideration of acceptance. C-RAC, with its statement on its website, has indicated its support for them. C-RAC has informed NC-SARA that C-RAC has retired the *2011 C-RAC Guidelines*.

Given C-RAC's acceptance of the guidelines, the NC-SARA board now needs to vote to replace language that references the *2011 C-RAC Guidelines* in the *SARA Policy Manual*. This vote will take place in the May NC-SARA board meeting.

NC-SARA staff will be recommending an implementation / transition period for SARA institutions and states needing to use these guidelines for the review of SARA institutions.

During April, through compacts', states', and institutions' input, we will determine an appropriate transition timeline to recommend to the NC-SARA board.

SARA institutions may directly contribute their preference of the implementation timeline through a brief survey that will be emailed.

Regional compacts will be seeking input from states in their respective regions to gather this information.

Until the implementation / transition period is complete, the *SARA Policy Manual* and SARA administrative forms will reference both the *2011 C-RAC Guidelines* and the *21<sup>st</sup> Century Guidelines*.

NC-SARA will share details of the implementation and transition plan after its May board meeting.

## General FAQs about the 21st Century Distance Education Guidelines

What are the *21<sup>st</sup> Century Distance Education Guidelines*?

The *21<sup>st</sup> Century Distance Education Guidelines* are designed to help support accreditors' reviews of distance education programs. They are not accreditation standards; instead, they are a collection of elements designed to inform, but not limit, accreditors and states in their judgment of satisfactory levels of quality in the offering of programs through distance education.

The guidelines are organized into six categories:

- Institutional Capacity addresses institutional investments in student supports, technology, professional development, and online program management (OPM).
- Institutional Transparency and Disclosures outlines information that institutions should be proactively prepared to provide students.
- Academic Programs addresses academic quality expectations, including the collection and use of meaningful assessment data for program improvement.
- Support for Students details effective practices to engage and assist distance education students.
- Program Review describes expectations for the regular review of programs, including feedback from a variety of stakeholders as well as graduate success measures.
- Academic and Instructional Integrity, which addresses ensuring adequate oversight and accountability.

What is the difference between these guidelines and accreditors' standards?

These guidelines are not accreditation standards; instead, accreditors may use them to inform their standards and/or processes for the review of distance education. It is important to note that the previous *2011 C-RAC Guidelines* were also guidelines and not accreditation standards. As C-RAC's statement confirms, "Each Commission within C-RAC has adopted its own standards, policies, and procedures for evaluating distance education delivered by their institutional members and will independently determine how to use the new Guidelines. Adherence to the guidelines is a requirement for institutions to participate in SARA.

Why do we need *21<sup>st</sup> Century Distance Education Guidelines*?

Guidelines previously developed by the Council of Regional Accrediting Commissions (C-RAC) have been the primary source of quality assurance for distance education since 2001.

Adherence to the guidelines is a requirement for institutions to participate in SARA. The guidelines were last updated in 2011, yet institutions' and accreditors' practices around distance education quality have been continually and rapidly evolving.

Given the numerous advancements in technology, learning sciences, competency-based programs, and distance learning pedagogy, along with the increase in distance education programs, the need for high quality credentials, and the economic realities facing families and states, distance education leaders, accreditors, and NC-SARA believed that it was time for a new set of guidelines. NC-SARA assumed a leadership role in supporting the development of this proposed new set of guidelines for institutional accreditors reviewing distance education. Who was involved in creating the *21<sup>st</sup> Century Distance Education Guidelines*?

NC-SARA commissioned the National Center for Higher Education Management Systems (NCHEMS) to develop the guidelines, which were crafted with input from a wide array of postsecondary distance education experts, as well as accreditors, university presidents, and higher education association leaders. The extensive list of expert participants is listed in Appendix A.

When do SARA states and institutions need to start using the *21<sup>st</sup> Century Guidelines*?

NC-SARA and its regional compact partners are researching what it will take for states and institutions to implement the use of these guidelines. NC-SARA staff will use this insight to propose an implementation timeline to the NC-SARA board in its May meeting.

Where do I go for additional information?

NC-SARA will be sharing more information about the implementation timeline, resources to help states and institutions, and process details after the May NC-SARA board meeting. For additional questions, you may contact [info@nc-sara.org](mailto:info@nc-sara.org).

# APPENDIX I: COUNCIL OF REGIONAL ACCREDITING COMMISSIONS (C-RAC) INTERREGIONAL GUIDELINES FOR THE EVALUATION OF DISTANCE EDUCATION

## *Interregional Guidelines for the Evaluation of Distance Education*

Council of Regional Accrediting Commissions (C-RAC) (2011)

### **1. Online learning is appropriate to the institution's mission and purposes.**

#### *Analysis/Evidence: 1*

1 These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

### **2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

#### *Analysis/Evidence:*

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

### **3. Online learning is incorporated into the institution's systems of governance and academic oversight.**

#### *Analysis/Evidence:*

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortia partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

#### **4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

*Analysis/Evidence:*

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;
- Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;
- The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;
- Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;
- The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;
- Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;
- Course design and delivery supports student-student and faculty-student interaction;
- Curriculum design and the course management system enable active faculty contribution to the learning environment;
- Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

#### **5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

*Analysis/Evidence:*

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;
- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

#### **6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

*Analysis/Evidence:*

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;
- The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.

#### **7. The institution provides effective student and academic services to support students enrolled in online learning offerings.**

*Analysis/Evidence:*

- The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;

- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

### **8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

*Analysis/Evidence:*

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

### **9. The institution assures the integrity of its online offerings.**

*Analysis/Evidence:*

- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);
- The institution's policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

## APPENDIX J: KWU ONLINE COURSE REVIEW RUBRIC

| Kansas Wesleyan University Course Review |   |  |  |  |  |         |                 |                   |                |             |
|--|---|--|--|--|--|---------|-----------------|-------------------|----------------|-------------|
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| <b>Course Overview Section</b>           |   |  |  |  |  |         |                 |                   |                |             |
| 1  | Course includes Welcome and Getting Started Content   |  |  |  |  |         |                 |                   |                |             |
| 2  | A printable syllabus is available to all learners (.pdf, .docx, .html)  |  |  |  |  |         |                 |                   |                |             |
| 3  | Course includes links to relevant campus policies (plagiarism, accommodations, etc.)  |  |  |  |  |         |                 |                   |                |             |
| 4  | Course information states duration of the course  |  |  |  |  |         |                 |                   |                |             |
| 5  | Course objectives are clearly defined, measurable, and aligned to student learning activities and assessments                         |  |  |  |  |         |                 |                   |                |             |
| 6  | Course provides contact information for the instructor as well as response time.  |  |  |  |  |         |                 |                   |                |             |
| <b>Course Design and Layout Section</b>  |   |  |  |  |  |         |                 |                   |                |             |
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| 7  | Course is easy to navigate  |  |  |  |  |         |                 |                   |                |             |
| 8  | Instructions are provided and well written for all assignments  |  |  |  |  |         |                 |                   |                |             |
| 9  | Designed for accessibility (ample white space, large font, etc)   |  |  |  |  |         |                 |                   |                |             |
| <b>Course Technology and Tools</b>       |   |  |  |  |  |         |                 |                   |                |             |
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| 10                                       | Technical skills required for participation are clearly stated and supported  |  |  |  |  |         |                 |                   |                |             |
| 11                                       | Course includes links to any technology tools and privacy policies  |  |  |  |  |         |                 |                   |                |             |
| 12                                       | Any technology tools meet accessibility standards   |  |  |  |  |         |                 |                   |                |             |
| <b>Content and Activities</b>            |   |  |  |  |  |         |                 |                   |                |             |
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| 13                                       | Course provides activities for student to develop higher order thinking skills  |  |  |  |  |         |                 |                   |                |             |
| 14                                       | Course offers access to a variety of resources to encourage communication, collaboration, and support student learning and engagement |  |  |  |  |         |                 |                   |                |             |
| 15                                       | Course materials and resources include copyright and licensing where applicable   |  |  |  |  |         |                 |                   |                |             |
| <b>Interaction</b>                       |   |  |  |  |  |         |                 |                   |                |             |
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| 16                                       | Student have an opportunity to get to know the instructor and classmates  |  |  |  |  |         |                 |                   |                |             |
| 17                                       | Expectations for student interaction are clearly stated (netiquette, due dates)   |  |  |  |  |         |                 |                   |                |             |
| 18                                       | Expectation for instructor feedback on assignments are clearly stated (graded assignments, discussions feedback etc)                  |  |  |  |  |         |                 |                   |                |             |
| 19                                       | Students are encouraged to shared resources, inject knowledge from other areas, and be diverse withing course interactions            |  |  |  |  |         |                 |                   |                |             |
| <b>Assessment</b>                        |   |  |  |  |  |         |                 |                   |                |             |
|  |   |  |  |  |  | Present | Minor Revision  | Moderate Revision | Major Revision | Action Plan |
| Estimated time needed for revision:      |   |  |  |  |  |         | 30 mins or less | 30 mins to 2 hrs  | 2+ hrs         |             |
| 20                                       | Course grading policies are clearly stated in syllabus and course information area  |  |  |  |  |         |                 |                   |                |             |
| 21                                       | Course includes frequent and appropriate methods to assess students   |  |  |  |  |         |                 |                   |                |             |
| 22                                       | Criteria used for the assessment of items is clearly articulated (rubrics etc)  |  |  |  |  |         |                 |                   |                |             |
| 23                                       | Students have access to an up-to-date gradebook   |  |  |  |  |         |                 |                   |                |             |

## APPENDIX K: KWU CHECKLIST FOR ONLINE INSTRUCTORS

### Checklist for Online Instructors *-Draft*

#### Before Week One

##### 2-4 months prior to start of course

Get textbook requisitions to the provost office at [jill.koster@kwu.edu](mailto:jill.koster@kwu.edu).

Consider open-access resources for course materials.

Request library materials, databases, and journal articles access needed for students.

Refer to Hazen Center for LMS training opportunities.

Observe online course development deadlines for the upcoming term.

##### Four weeks prior to start of class

Access the LMS Faculty Tutorial\* to review use of the specific LMS features and to discover new features and LMS updates since the previous semester.

Revise the course syllabus and submit to the Office of the Provost.

Review past course evaluations to determine enhancement for instructional strategies.

##### Two weeks prior to start of course

Meet the course development deadline approximately two weeks prior to the start of the course.

Students have access to the course two weeks prior to the start date. If course is not completely developed, post a notice to the main page informing students that course is still “under construction.”

Develop the Main Page and the first two weeks of the course.

Create a “Meet the Professor” video on the Main Page or post a video and brief bio as the course instructor.

Specify the online office hours (day of week/time), how to contact the instructor via email or phone, and response time (within 24 hours).

Locate the KWU essential course information on the Main Page: Academic Alert Policy, Personal Crises, Academic Honesty Policy, Students with Special Needs and Disabilities, and Netiquette.

Display a minimum of two weeks of coursework assignments (for 4-week course) and four weeks of course assignments (for 8-week course) to include online quizzes and tests.

Link coursework assignments to the Course Calendar in the LMS.

Set up Chat, Blog and Forums discussion prompts and include guidelines or rubrics for chatting, posting and replying.

Upload the course syllabus.

Review week one of the course and update course goals and objectives, online office hours, and instructor contact information.

Include an assignment due the first day of course, such as a “scavenger hunt activity” or “Get To Know You” assignment.

### One week prior to start of course

Send a welcome email to students including required textbooks and other materials needed, how to purchase or download course materials in ample time and prior to the first day of the course. If possible, provide a link to or a PDF copy of week one reading for student while they are waiting delivery of textbooks and materials. If students add late, resend the email before class starts.

Refer students to Quick Links for more information about Tutoring Services, Memorial Library Online, Yotee’s Bookstore, MyKWU Help and how to access the Student LMS Tutorial\*.

Publish when the online course will be “open,” the instructor’s online office hours, email response times, the course “late policy,” and identify dates that are holidays or when the instructor will be “unavailable.”

Review all links in the course. Fix broken links and remove dead links.

### During the Course

#### Week One

Provide activity to establish course norms, protocol, and ground rules such as a “scavenger hunt activity” to review information provided in the syllabus, course calendar, or netiquette guidelines.

Provide a “Get To Know You” assignment encouraging students to share background information, personal interests, and explain how classmates can contact one another via email within the LMS.

Record attendance using the “scavenger hunt activity” or “Get To Know You” assignment.

Identify “no-shows” and contact them to determine if they are having login or LMS access difficulties or have decided to drop the course. Send names of “no-shows” to the Registrar.

Identify students who are “late adds,” contact and provide these students with support information about login or gaining access to the LMS or course materials., and completing missed week one assignments.

Load the remainder of coursework assignments to include online quizzes and tests, Chats, Blogs and Forums Discussions.

### Recommendations during the Course

Develop the rest of the course beyond week two.

Keep the online gradebook current after assignment due dates.

If the instructor must be off-line (unscheduled) for a day or more, announce the absence to students with guidance about whom to contact during absence.

Conduct course according to the designated calendar with any deviations communicated to students in advance.

Use Announcements or Blogs to keep class current on changes and instructor expectations.

Send weekly emails as a word of encouragement.

Provide timely and meaningful feedback for each assignment.

## **End of Course**

### **2-3 weeks before end of course**

Inform students about the online course evaluation, where to access it, and the deadline for submitting course feedback.

## **After the Course**

Submit final grades by the deadline.



## APPENDIX L: KANSAS WESLEYAN ANNUAL ONLINE COURSE REVIEW

### Process

The Online Advisory Council in conjunction with Department Chairs will review all online courses offered by the institution on a five-year cycle. The intent is to fulfill the institutional mission which states in part, that Kansas Wesleyan University will *promote and integrate academic excellence that prepares students not only for careers but also for lifelong learning*. To ensure and support our mission, a review of all online courses will be reviewed in a prescribed schedule that coincides with our Program Review process to certify that all online courses provide the optimum learning experience for students. The use of nationally recognized standards (e.g. *Quality Matters, Open SUNY Course Quality Review Rubric*) will be used to ensure that academic quality and rigor are maintained in online academic offerings.

### Procedure

- Members from the Online Advisory Council (OAC) along with appropriate Department Chairs will review all online courses offered by the institution on a five-year cycle that coincides with our institutional Program Review processes.
- Five 2-member teams (1-OAC Representative and 1-Department Chair per team) will comprise each of the five teams.
- Each team will have the following duties:
  - OAC Representative – to guarantee that nationally recognized standards (via *Quality Matters* or *Open SUNY Course Quality Review Rubric*) have been met.
  - Department Chair – to guarantee that academic content aligns with on-ground course equivalent.
- Approximately five courses per academic term (fall, spring) will be reviewed by each team.
- A prescribed schedule will be created to handle the current menu of online courses.
- Online courses within an academic department will not be reviewed the year prior to its Program Review.
- The initial review will begin in the 2019 fall term.
- Any recommended changes will be forwarded to the appropriate fulltime faculty member, Department Chair, and Division Chair.
- Fulltime faculty members will make necessary recommended changes to each course.
- The Online Advisory Council Chair will oversee the process.
- The online course review schedule will be updated annually.
- Notice of intent will be sent to applicable Department Chairs by the end of the academic year prior to the online course review that will occur in the next academic year.
- Online courses that have not been offered during a five-year cycle will be removed from the online course review schedule and will not be offered by the institution until a review of said course has occurred.
- Notification of an online course removal from the online course review schedule will be sent to the acting Department Chair.

- The online course review schedule is provided below and will be updated annually as new online course offerings become available by the institution to students:

| Count:<br>Unique<br>Course | Course<br>Moniker | Review<br>Academic<br>Year               | Review<br>Academic<br>Year               | Review<br>Academic<br>Year               | Review<br>Academic<br>Year          | Review<br>Academic<br>Year                     |
|----------------------------|-------------------|--|--|--|-------------------------------------|--|
|                            |                   | 2024-2025                                | 2025 - 2026                              | 2021 - 2022                              | 2022 - 2023                         | 2023 - 2024                                    |
| 2                          | ARTS              | PR                                       |  |  | ARTS275<br>ARTS225                  |  |
| 3                          | BSHS              | BSHS200<br>(POLI200)                     | BSHS210                                  |  | PR<br>BSHS232                       |  |
| 1                          | BUSA              |  | BUSA485                                  |  |                                     | PR   |
| 2                          | COMM              | PR                                       |  | COMM200                                  | COMM345                             |  |
| 3                          | COMP              |  |  |  | PR<br>COMP210<br>COMP305            | COMP345  |
| 16                         | CRIM              | CRIM100<br>CRIM101<br>CRIM102<br>CRIM235 | CRIM105<br>CRIM200<br>CRIM205<br>CRIM307 | CRIM210<br>CRIM230<br>CRIM315            |                                     | PR<br>CRIM320<br>CRIM405<br>CRIM420<br>CRIM325 |
| 12                         | EMGT              | EMGT100<br>EMGT104<br>EMGT202            | EMGT203<br>EMGT208<br>EMGT210            | EMGT300<br>EMGT303<br>EMGT304<br>EMGT305 |                                     | PR<br>EMGT306<br>EMGT320                       |
| 5                          | ENGL              | ENGL120                                  |  |  | PR<br>ENGL121<br>ENGL270<br>ENGL286 | ENGL296  |
| 1                          | ESRS              |  | ESRS200<br>(ESCR200)                     |  | PR                                  |  |
| 4                          | HIST              |  | PR<br>HIST105                            | HIST106                                  | HIST130                             | HIST350  |
| 2                          | INDS              |  |  |  | INDS201<br>INDS301                  |  |
| Count:<br>Unique<br>Course | Course<br>Moniker | Review<br>Academic<br>Year               | Review<br>Academic<br>Year               | Review<br>Academic<br>Year               | Review<br>Academic<br>Year          | Review<br>Academic<br>Year                     |

|   |                           | 2024-2025                           | 2025 - 2026                         | 2021 - 2022                                    | 2022 - 2023                              | 2023 - 2024                              |
|---|---------------------------|-------------------------------------|-------------------------------------|--|--|--|
| 6   | INTD                      | INTD090<br>INTD105<br>INTD106       | INTD115                             | INTD200  | INTD301                                  |  |
| 1   | MUSI                      |                                     | PR                                  |  | MUSI115                                  |  |
| 15  | NURS                      | NURS250<br>NURS302<br>NURS318       |                                     | PR<br>NURS351<br>NURS360<br>NURS378<br>NURS385 | NURS388<br>NURS409<br>NURS421<br>NURS451 | NURS452<br>NURS461<br>NURS475<br>NURS481 |
| 6   | PSYC                      | PSYC101                             | PSYC120                             |  | PR<br>PSYC201<br>PSYC260                 | PSYC365<br>PSYC385                       |
| 4   | REPH                      | REPH111                             | REPH156                             | REPH252  | REPH258                                  |  |
| 1   | SOCI                      |                                     |                                     |  | PR                                       | SOCI331                                  |
| 10  | SPES                      | SPES117<br>SPES120                  | SPES 148<br>SPES150<br>SPES180      | SPES225<br>SPES286<br>SPES341                  |  | PR<br>SPES380<br>SPES443                 |
| 1   | SPMT                      |                                     |                                     | SPMT365  |  | PR                                       |
| 1   | THEA                      | PR                                  |                                     |  | THEA106<br>(was<br>SCTH106)              |  |
| 3   | MBA-<br>ACCT              |                                     | ACCT585                             | ACCT625  |  | PR<br>ACCT630                            |
| <b>Count:<br/>Unique<br/>Course</b>         | <b>Course<br/>Moniker</b> | <b>Review<br/>Academic<br/>Year</b> | <b>Review<br/>Academic<br/>Year</b> | <b>Review<br/>Academic<br/>Year</b>            | <b>Review<br/>Academic<br/>Year</b>      | <b>Review<br/>Academic<br/>Year</b>      |
|   |                           | 2024-2025                           | 2025 - 2026                         | 2021 - 2022                                    | 2022 - 2023                              | 2023 - 2024                              |
| 1   | MBA-<br>ECON              |                                     |                                     | ECON640  |  | PR                                       |
| 116   |                           | 23                                  | 22                                  | 22   | 22                                       | 23                                       |
| <b>PR –<br/>Program<br/>Review<br/>Year</b> |                           |                                     |                                     |  |  |  |