South Carolina State University

Level I Quality Review

Review Guide

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Course Overview and Introduction

1. Instructions make clear how to get started and where to find various course components.

- <u>Course Overview and Introduction</u>: The overall design of the course is made clear to the learner at the beginning of the course.
  - **Course Examples:** START HERE link; Course Tour Video

- Information posted at the beginning of the course provides a general course overview, presents the schedule of activities, guides the learner to explore the course site, and indicates what to do first, in addition to listing detailed navigational instructions for the whole course.

2. *Learners are introduced to the purpose and structure of the course.

- Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out, including course schedule, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed.

  - **Course Examples**: Course Introduction," "Welcome from the Instructor," "Start Here," "Course Schedule," "Course Outline," "Course Map," "Course Calendar

Learning Objectives (Competencies)

11.*The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

- The module/unit-level learning objectives or competencies describe learner mastery in specific, observable terms and in smaller, discrete pieces.

  [Blooms Taxonomy - Measurable Action Verbs](#)

- The objectives or competencies precisely describe the specific competencies, skills, and knowledge learners are able to master and demonstrate at regular intervals throughout the course.

- The module or unit-level objectives or competencies are **measurable and aligned with the course objectives or competencies.**

Here is an example of a set of module objectives that aligns with a course outcome:

Course Outcome
Upon completion of this course, students will be able to apply the rules of punctuation.
Module Objectives
Students will write sentences that correctly use of commas, semicolons, and periods.
Students will use apostrophes when, and only when, needed.
Students will use double and single quotation marks correctly in quoted material.

12.* Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course

- The course and module/unit-level learning objectives or competencies are stated clearly and prominently in the online classroom. The learning objectives or competencies are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected.

- The course-level objectives or competencies are typically articulated in the course introduction or syllabus. Module/Unit-level learning objectives or competencies are prominently stated in the corresponding module or unit, so they are available to the learner from within the online classroom.

- Measurable module/unit-level learning objectives or competencies form the basis of alignment in a course because they are consistent with the course-level objectives or competencies

13.*The relationship between learning objectives or competencies and course activities is clearly stated.

- Making explicit the relationship between learning objectives or competencies and learning activities enables learners to understand that achieving the stated learning objectives or competencies is the reason they are being asked to complete the required learning activities. See the example below.

    ### Course-level Outcome: Describe the mega planning process and implications for new and practical planning paradigms

    ### Learning Objectives

    Upon completion of this module, you will be able to

- Explain the difference between ends and means, and their significance in strategic planning. (**Activity: Discussion Board)**
- Examine the relationship in educational planning approaches and the identification of the primary client and beneficiary of deliverables. **(Activity: Discussion Board)**
- Describe the difference between conventional planning and mega. (Activity: Discussion Board)
- Explain the illustration and discussion of the organizational elements model and its relationship to strategic planning. (**Activity: Discussion Board**)
- Explain the importance and relationship of various world views upon strategic planning. (Activity: Discussion Board)
- Analyze Mega-Planning **(Assignment: One-page paper)**
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Assessment and Measurement

16. *The course grading policy is stated clearly at the beginning of the course.

- A clear, written statement at the beginning of the course fully explains to the learner how the course grades are calculated.

- The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained.

- If grades are reduced because of late submission, the instructor's policy on late submission clearly states the amount of the reduction.

Learning Activities and Learner Interaction

29.*The instructor's plan for interacting with learning during the course is clearly stated

- A clear plan for instructor-learner interaction, including when learners can expect the instructor's responses to discussion posts and feedback on assignments, helps ensure substantive interaction between instructors and learners during the course.

- Frequent feedback from the instructor increases learners' sense of engagement in a course. Learners are better able to manage their learning activities when they know upfront when to expect feedback from the instructor.

- Clear information is provided about when learners will receive. instructor responses to emails and discussion postings, feedback on assignments, and grades.

  - **Course Examples**: Instructors might state that they will reply to emails within 24 hours, and feedback for assignments will be posted within a week after the due date. This information typically appears in the course syllabus or in a "Start Here" folder

30. Learning activities provide opportunities for interaction that support active learning.

- Interactive learning activities promote active learning and engagement through three types of interaction: learner-content, learner-instructor, and learner-learner. Meaningful interactions that promote learners' development of skills are designed as activities to support the course objectives or competencies.

- Active learning involves learners engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding learners to increasing levels of responsibility for their own learning.

- Activities for **learner-instructor interaction** might include an assignment or project submitted for instructor feedback; learner-instructor discussion in a synchronous session or an asynchronous discussion board exchange; or a frequently-asked-questions (FAQ) discussion forum moderated by the instructor.

- Activities for **learner-content interaction** might include assigned reading from a textbook, article, or online resource; assigned completion of a workbook or online exercise; or a learning-how-to-learn activity.

- Activities for **learner-learner interaction** might include assigned collaborative activities such as group

discussions; small-group projects; group problem-solving assignments; or peer critiques
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Course Technology

31. *The tools used in the course support the learning objectives and competencies.

- Tools are types of software and applications that enable learner interaction and may be used for content delivery or providing feedback in the course; they may be included in or external to the learning management system (LMS).

- Examples of tools include, but are not limited to, discussion boards, chat rooms, gradebooks, social media, games, whiteboards, wikis, blogs, virtual classrooms, web conferencing, announcements, assignment and quiz tools, plagiarism detection tools, video repositories, online proctoring tools, and collaboration tools.

- Clear information and instructions are provided regarding how the tools support the learning objectives or competencies

32. *Course tools promote learner engagement and active learning.

- Tools used in the course help learners actively engage in the learning process rather than passively absorb information. The selected course tools help the learner actively engage in the course by facilitating ongoing interactions with the instructor, course materials, and other learners.

- Examples of tools that support engagement and active learning:

  - 1. Software that facilitates interaction in real-time (synchronous), such as collaborative tools, webinars, and virtual worlds
  - 2. Software that facilitates asynchronous interaction, such as shared documents or wikis
  - 3. Animations, simulations, and games that require learner input and allow for faculty feedback (automated or instructor-initiated)
  - 4. Discussion tools with automatic notification of new posts
  - 5. Automated self-check exercises

Learner Support

35.*The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

- Learner support includes how to use the tools and features of the learning management system; and how to get help desk support.

- Courses with externally provided resources, such as publisher sites or materials, include directions for obtaining assistance if the resources are not supported by the institution's internal technical support.

- Examples of information about technical support:

  1. A clear description of the technical support services provided by the institution, including a link to a technical support website
  2. An email link to the institution's technical support center or help desk
  3. A phone number for the institution's technical support center or help desk

4. Links to tutorials or other resources providing instructions on how to use the tools and features of the learning management system and other course technologies
5. A link to "frequently asked questions"

UCITS Helpdesk Services

University Computing and Information Technology Services, UCITS

UCITS first level of support for service requests for SC State University faculty, staff, and students
UCITS Contact Information

South Carolina State University
Post Office Box 7566
300 College Street, NE
Orangeburg, SC 29117

Phone (803) 536-8111
FAX (803) 536-8758

UCITS provides services for: Email, Blackboard, Banner
UCITS Support Services

SC State Blackboard Technical Support Service
Telephone: (844) 348-1608
Online: https://help.edusupportcenter.com/shplite/scsu/home

Include the following:
- You should provide information about technical support for students such as how to log in; how to use the tools and features of Blackboard; and how to get help desk support.

- You should ensure that students have access to technical support services from within Blackboard.

- Courses with externally provided resources, such as publisher sites or materials, should include directions for obtaining assistance if the resources are not supported by University Computing and Information Technology Services, UCITS

36.*Course instructions articulate or link to the institution's accessibility policies and services

- Accessibility policies or accommodation statements state that services and accommodations are available for learners with disabilities and inform the learner how such services may be obtained.
- Accessibility policies or accommodation statements state that services and accommodations are available for learners with disabilities and inform the learner how such services may be obtained.

- Examples include the following:

    1. A link to the institution's accessibility policy, if a policy exists
    2. A statement that informs the learner how to obtain the institution's disability support services, if such services exist; for example, a telephone number or link for the disability services office

    SC STATE OFFICE OF STUDENT DISABILITY SERVICES

37. *Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

- Academic support services and resources may include an online orientation; access to library resources; a readiness assessment or survey; testing services; tutoring; non-native language services; writing and/or math centers; tutorials or other forms of guidance on conducting research, writing papers, citing sources, using an online writing lab, and using course-specific technology; supplemental instruction programs; and teaching assistants.
- Academic support services and resources should be found within the course or the learning management system,
- Examples of features that connect learners with academic support services:

    1. A description on the institution's website of academic support services, with information about each service (e.g., location of testing center or proctored test sites, hours of operation, phone numbers and email addresses for key personnel) and links included for each service

    2. Links to online orientations or demo courses

    3. A link to the library, including information on how to gain access to library materials and databases, and how to contact a librarian

    4. A link to tutorials or guides on conducting research, writing papers, and citing sources

    Student Success and Retention Center: The Student Success and Retention Program offers free tutoring to all SC State University students. For more information about Tutoring services and Schedules.

    > **Student Success and Retention Programs**
    > South Carolina State University
    > 115 Moss Hall
    > Orangeburg, SC 29117
    > (803) 536-7142
    > **ssrp@scsu.edu**

    Academic Tutoring: The goal of the Tutoring Program is to assist students in becoming independent learners through the use of student skills and strategies that will help them succeed in classes across the curriculum. Any SC State student can receive tutoring, and this service is absolutely **FREE**. Please stop by the Student Success and Retention Program office located in 115 Moss Hall to schedule a tutoring appointment.

    SC State Student Services Booklet – A comprehensive guide to student services provided at SC State University.

    Miller F. Whitaker Library. The Miller F. Whittaker Library's services and resources support students with research methods and concepts, using instruction, multi-formatted collections, and 21st Century technologies. Focus is placed on instructional methods that helps users learn how to search for, select, and evaluate information appropriate to their needs. ¬ Phone: 803-536-8645 ¬
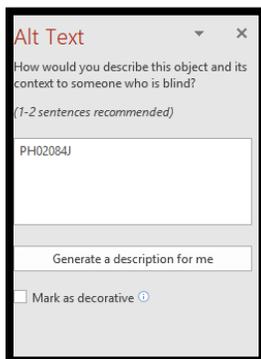
Accessibility and Usability

41.*The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

- Text and images used in the course are accessible to all learners.

- Equivalent textual representations for images are located or linked within the course.
- The course provides alternatives to all images so that all learners have access to equivalent information.
- Course examples.
- Images and graphs are described via an alt-tag, long description, or audio description.
- Text and images used in the course should be accessible to all learners . Adding alt-text descriptions to images and graphs is important because the alt-text descriptions enable the images to be read by screen readers that provide information on the meaning and content of a graphic image.
- All tables are set up as text and not embedded as images. They are not presented as screen captures.
- Tables are set up with headings for columns and rows and are used only for summarizing data, not for formatting. Tables have captions, alt-text, or alt-tags, and are formatted so that headings repeat.
- Document or HTML titles, headings, etc., are formatted using styles (Heading 1, Heading 2, etc.) found in the word processing software (such as Word) style gallery; they do not merely utilize a larger or bold or italic font.
- PDFs that contain text are not merely image scans; any text contained in PDFs is selectable and searchable
- Text colors alone are not relied on to convey meaning. The meaning is also conveyed in another way that does not require perceiving different colors. 7
- Underlined text is avoided unless used for navigation

Accessibility Guide :QM Accessibility Guide

The link below provides information on how to make tables accessible.

Create Accessible Tables

Instructor Introduction

The initial introduction creates a sense of connection between the instructor and the learners. It presents the instructor as professional as well as approachable and includes basic information such as the instructor's name, title, photo or other visual representation, field of expertise, email address, phone number, and virtual office hours.

Your self-introduction helps students get to know you and, in addition to the essentials mentioned above, could include:
1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, etc.

4. A graphic representation, audio message, or video (including alternative formats to ensure accessibility)
5. The role of the instructor
6. How you prefer to be addressed

Alignment

Alignment is the idea of "critical course elements working together to ensure that students achieve the desired learning outcomes." Every decision an instructor makes about instructional materials, course activities, and course tools ought to then align with the learning objectives and support appropriate

assessments. This design structure lays the skeleton for a quality learning experience.

Example

Mega-Planning: A New and Practical Paradigm

This module is associated with the following

Course-level Outcome: Describe the mega planning process and implications for new and practical planning paradigms

Learning Objectives

Upon completion of this module, you will be able to

- Explain the difference between ends and means, and their significance in strategic planning. (**Activity: Discussion Board)**
- Examine the relationship in educational planning approaches and the identification of the primary client and beneficiary of deliverables. **(Activity: Discussion Board)**
- Describe the difference between conventional planning and mega. (Activity: Discussion Board)
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Blackboard Ally

Blackboard is now equipped with "Blackboard Alley". If your course documents are not accessible, they will be flagged with a red or orange symbol. Blackboard Alley provides instructions on how to fix the documents and make them accessible.