

**Minutes**  
**Faculty Senate Committee on Technology**  
**March 1, 2005 ---Bluemont 106**

**Call to Order:**

Meeting called to order by Tweed Ross

**Approval of Minutes:**

The minutes of the January 11, 2005 meeting were approved with no changes.

**Attendance:**

Committee Members: Steve Eckels, Wayne Michaels, John Selfridge, Beth Turtle, Jane Garcia, Gloria Holcombe, Fran Wilbrant, Gail Simmons, Tweed Ross.

Standing Invited Guest: Betty Stevens, Division of Continuing Education.

Guests: Beth Unger, VPAST; Rebecca Gould, iTAC, Lloyd Walker, Data and Information Administrator – Portal; John Streeter, Information Systems Office; Gunile Devault, Associate Registrar

**Announcements:**

Tweed briefly reported on the memo from Ruth Dyer, Associate Provost, as it related to the North Central Association Focused Visit on Assessment and issues as they related to FSCOT's interests. Two phrases of specific note:

“We do need to make additional progress in the areas of assessment of ... our distance learning programs, as well as utilizing the web to extend communication of programmatic student learning outcomes.”

“Plans to assess the effectiveness and equivalency of student learning in distance learning programs must be implemented.”

**Old Business:**

University Enterprise Portal.

Lloyd Walker and Beth Unger reviewed the progress on the university portal. Lloyd assured FSCOT that the preliminary aspects of a portal would be ready by August 2005. Included in the first edition of a single sign-on/single authorization portal would be KSOL, KATS, K-State Mail, e-Profile management and some limited news feeds. A complete university portal with “one-stop shopping” for students and work-flow, library and research applications, and HRIS is still sometime off as there are no committed, dedicated resources for this project. This project is only made the progress it has by “borrowing” resources (personnel in fractional 10ths) from other projects.

**New Business:**

Qualifications for Online Instruction<sup>1</sup>

Gail Simmonds, K-State-Salina, reported on and shared the documentation the folks at K-State-Salina have been working on in an effort to help faculty improve their online instruction. K-State-Salina has developed a peer review process and checklist for instructors intending to teach

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<sup>1</sup> See attached word documents.

online courses for their program. This process and checklist, in its first year, has helped several faculty work through the process of developing effective online courses for the Salina program.

#### Classroom student response systems.

Dr. Unger has brought to the committee the issue of developing standards for classroom response systems. This discussion opened into a wide-ranging discussion of what should be the scope of the university's involvement with handheld, wireless, communication devices for instructional purposes. Dr. Unger asked and FSCOT agreed to help with the process of defining what the instructional applications for such devices would be in campus environments and how this would merge with existing and emerging digital technologies. As Dr. Unger develops the research committee structure for this investigation FSCOT will need to decide if it wants to investigate these uses as a "committee of the whole," specific members of FSCOT, or recruit other faculty from across the campus. In the mean time, prior to next meeting, FSCOT members were asked to consider what applications and features would be important to the instructional programs they represent and should be considered when investigating handheld digital devices on campus.

#### Online grade submission.<sup>2</sup>

John Streeter, reported on the progress of the online grade submission initiative. As it appears now this program will be available for fall, 2005 classes using a shell associated with K-State Online. Paper grade submission will still be available for faculty who choose to use the traditional paper forms.

#### **Delayed Agenda Items:**

##### Electronic Portfolios.

Due to the illness of Ernie Perez this agenda item was put off till next month.

##### Turnitin

As the committee meeting went considerably overtime this issue was not addressed.

##### Committee chair for 2005-2006

Shortly before the meeting adjourned Tweed reminded the committee they should be considering who should be chair of FSCOT for the next year as this decision needs to be made in May.

Meeting adjourned at 4:30 p.m.

Respectfully submitted

/s/ T. W. Ross

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<sup>2</sup> See attached PowerPoint.

Draft  
Feb 21, 2005

**Kansas State University  
College of Technology and Aviation**

**Distance Learning Course Offering Process**

**Premise:**

Departments are responsible for ensuring that duly approved Distance Learning courses are offered, and qualified faculty members are used to teach them (University Handbook H22). Full-time faculty who teach DL courses (or temporary faculty when assigned) "must meet the standards of preparation and experience expected for on-campus classes" (H25).

Responsibility for selecting qualified faculty members falls to the department heads and the Dean, who are responsible to "provide proper orientation for new instructors" (H25). With the increased demand and opportunity for DL courses, the value of an advisory body comprised of colleagues with practical experience, professional training, and/or graduate education in Distance Learning delivery is evident. This advisory body, "*Preview*", would become involved in DL course proposals whenever Distance Learning delivery is to be a medium for course delivery.

Faculty should adhere to the seven principles for good practice as outlined in March 1987, Art Chickering and Zelda Gamson's "Seven Principles for Good Practice in Undergraduate Education," AAHE Bulletin. The American Association of Higher Education has devoted considerable resources to exploring and researching the uses of technology in colleges and universities. The Principles have since been adapted by Art Chickering and Steve Ehrmann for distance education and are equally applicable to graduate education.

1. Good distance learning encourages and maximizes contacts between learners and instructors. Distance learning does not minimize or obstruct contact between learners and teachers, in spite of the fact that face-to-face meetings may never take place and the number of "contact hours" is reduced or eliminated. Communication between students and instructor is important for enhancing learning as well as for student motivation and involvement. Technology that increases access through asynchronous or synchronous means is a necessary component of effective distance learning.
2. Good distance learning develops relationships and promotes collaboration among students. Learning at its best is as much a collaborative activity as an independent one. Peers can be invaluable in the learning process. Sharing ideas, sharing resources, and collaborating on projects or problems promote higher level thinking skills and communication. Distance educators should promote collaborative learning.
3. Good distance learning incorporates active learning. Effective learning involves more than listening and reading, and effective teaching is more than talking and encouraging memorization of text. Active learning should involve application and problem solving, research, and simulation.
4. Good distance learning gives rich and rapid feedback to students. Distance education students should be able to regularly assess their own learning as well as get feedback from others. Feedback can be as simple as a webpage link to answers for a problem set or an e-mail message or as complex as using "hidden text" options on special software to give a critical analysis of written work.
5. Good distance learning stresses time-on-task. The distance learning environment should be rich with reading, activity, and interaction. Busy work, time wasted on locating

materials, and time wasted figuring out the glitches in the system minimize learning and maximize frustration.

6. Good distance learning sets high standards for student performance. Distance learning should be challenging -- indeed, the opportunities for interaction, collaboration, and applied activity can make distance learning more challenging than many of the conventional "chalk-and-talk" classrooms. The expectations in terms of projects, products, and performances should be clearly communicated from the onset. Clearly established criteria set the standards for judging excellence.
7. Good distance learning respects individual differences and allows students' opportunities for learning that acknowledge those differences. Distance education should not incorporate a lock-step, "one size fits all" approach. Instead, distance learning should be organized such that students find their own best ways for approaching problems, completing tasks, and using learning materials.

A review of commonly accepted practices leads to the following recommended procedures to be completed *before* a proposed DL course enters the EIS system:

### **Course Planning, Development and Launch:**

1. Initiating faculty completes the checklist, "Initial Offering Checklist"
2. Preview, a panel of peer mentors with at least one faculty participant from each of the academic departments and one participant each from Continuing Education and the Library, also complete the "Initial Offering Checklist", **adding their recommendation**. Preview Panel participants should be experienced or have received training in the delivery of course materials via a distance format or media such as, but not limited to video, the Internet or teleconferencing.
3. For existing courses, initiating faculty completes the Cover Sheet and routes the cover-sheeted course to the Department Head and Associate Dean for approval and routing to the Division of Con Ed.
4. Regarding a new course, once approved through Course and Curriculum Committee and Faculty Senate, the cover-sheeted course checklist is forwarded to the Department Head and Associate Dean for approval and routing to the Division of Con Ed.
5. The cover-sheeted course checklist goes through an approval, routing, and notification circuit similar to course and curriculum changes.

### **Course Standards of Operation**

At the mid-point of the DL course offering, Preview panel will monitor the Standards of Operation in cooperation with the initiating faculty, Dean, or Department Head. The results of the review of Standards of Operation will be communicated to the faculty member by the DH or Dean to ensure that the review process supports faculty in developing the Distance Learning environment.

# Initial Offering Checklist

## Distance Learning, Kansas State University

Instructions: Please use the following legend in designating application for each item

+	Exceeds standards
X	Minimum standards not met
*	OK, meets standards
NA	Not Applicable

### I. Syllabus Requirements

<b>Course Syllabus: General Information</b>	<b>Fac</b>	<b>Pre</b>
Course Title		
Course Number		
Course Section		
Learning outcomes for course are identified and listed.		
Prerequisite Courses, indicated as appropriate.		
Instructor and contact information		
Instructor introduction provided (i.e. verbal, text, photograph, video)		
Email address is listed and Instructor explains his/her response time.		
Navigation instructions for moving around the internet course, where to go next after the course begins, or instructions on how to email the instructor on the first day of the course are provided.		
Instructor office hours listed and are convenient for students with varying schedules.		
Instructor phone number and mailing address are listed.		
Textbook information is listed (title, author, publisher, date and ISBN)		
If other materials (books, journals, software, and electronic services/resources) are required, they are listed with descriptions of how they may be obtained.		
If required, links and/or instructions on how to acquire any specialized software are presented in the syllabus.		
Frequency and timing of participation expectations are stated and described.		
If required, on campus extended campus, or synchronous session (live chat, labs, reviews, etc.) are identified and scheduled.		
Alternate backup plans and responsibilities in the event of technical difficulties or technology failure are listed.		
Includes technical competencies students need to complete this course via distance learning.		
Includes technical competencies students will develop through this course via distance learning, as appropriate to course objectives, including student roles/responsibilities in regard to internet and ITV technology.		
Explains how students will receive their first orientation to the course.		
States KSU's Honor Pledge, provides the URL for KSU's Honor System site, and explains Instructor expectations for Academic Integrity.		
Includes any other information required on syllabi by the originating academic unit.		
Adheres to Distance Learning ADA policy to accommodate special needs.		
<b>Course Syllabus: Assessment Information</b>		
Methods and plans for student assessment are described		
Grading criteria are listed (percentages, weighted scores, points, letter grades, etc.).		
Testing schedule is complete and described.		
Proctored tests, if required, are identified and explained.		
Instructions for students to identify remote test sites/proctors are provided.		

Feedback procedures on assessments are described (posting grades in the gradebook, or how critiques of assignments are returned).		
Assignment submission instruction or guidelines (acceptable formats/file/software formats are provided and described).		

## II. General Requirements

<b>General Course Assessment</b>	<b>Fac</b>	<b>Pre</b>
Provides a link to evaluation forms/process for assessing student satisfaction with services provided by the Office of Distance Learning.		
Assessment delivery for students and receipt by instructor are appropriate for course delivery mode.		
<b>Learning Resource Links</b>		
Instructor has provided provides proper documentation to the library for reserves/online reserves.		
Instructor has coordinated with extended campus librarian/library liaison for resource review and other information.		
Provides appropriate interface with library subject guides, section guides, subscription databases, online tutorials, and other resources.		
<b>Textbook and Supplemental Materials</b>		
Information on textbooks and supplemental materials is submitted to KSU Bookstore.		
<b>Course Design and Delivery Issues (Online or ITV)</b>		
Copyright issues related to the course have been addressed.		
Learning outcomes are matched to instructional and learning activities.		
Multimedia use is suitable to the topic and to the constraints of delivery.		
Course content is provided in segments that are technologically deliverable.		
Course is consistent in delivery and information format (i.e., consistent use of file format, course schedule, navigation, etc.).		
Any required course-specific tutorial/earning support resources and services are available online or at students' locations.		
Faculty and student technical support needs are identified and addressed.		
Faculty and student opportunities for interaction are frequent and planned.		
Instructor has participated in distance learning training or has demonstrated proficiency.		
All instructor-created course material is located on KSU server. Materials not housed on KSU servers are used as appropriate.		

### III. Attach copies of the following:

Syllabus

Sample Assignment/Assessment specific to the online environment

<i>ITV Section</i>	<b>Fac</b>	<b>Pre</b>
ITV meeting dates/times identified on syllabus		
<i>Student role is defined with regard to ITV technology</i>		
<i>Specific strategies are developed to assure interaction with students at remote sites</i>		
<i>Dates are established and listed on syllabus to visit remote sites during term</i>		
<i>Plans are developed to have materials delivered to or available for students at remote sites in a timely manner</i>		
<i>Plans are established to utilize facilitators at remote sites</i>		
<i>Plans are developed to monitor tests to assure academic integrity</i>		
It is recommended that ITV courses use a university or college approved delivery system as part of a backup plan.		
<i>Attach Syllabus with elements listed above</i> Proposed delivery dates Sample assignment/assessment appropriate to ITV environment.		

# Standards of Operation

## For Review of ongoing Distance Learning courses

### Kansas State University

Teaching/Learning Standards	Fac	Pre
Distance students are given advance information about succeeding in a distance-learning environment, as well as technical training and support throughout the course.		
Students are active learners in presenting, organizing, applying and constructing information, ideas and knowledge.		
Course maximizes the opportunities for regularized and ongoing interaction between teacher and students, among students, and between students and the learning environment.		
Course accommodates multiple learning styles.		
The course provides opportunities for students to engage in activities and tasks that enhance comprehension, understanding, and knowledge.		
Course maintains relevance of reading assignments and learning material to assessments.		
Feedback to student assignments and questions is constructive and provided in a timely manner.		
Instructor provides regular updates on course changes.		
Instructor-led discussion forums are used.		
Student-led/instructor monitored forums are used.		
Specific ground rules for discussion are established and communicated.		
Live chats are scheduled to accommodate working students.		
<b>Media and Materials</b>		
The course content is kept current term by term.		
<b>Accessibility</b>		
Academic counseling and advising is available to distance students.		
<b>Evaluation</b>		
Evaluation of student outcomes includes assessment of student products and exams as well as student evaluations of the course.		
Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.		
Course meets or exceeds KSU's academic standards.		
Teacher evaluation is conducted according to KSU policies. Evaluation is based on course content, course design, course presentation, student performance, teacher interaction with students, and other criteria determined by the academic unit. i.e. idea form or similar evaluation tool.		
Course is evaluated on a regular basis. Course evaluation includes: technical design, curriculum alignment, rigor, student performance, student participation and interaction. Instructional materials are reviewed periodically to ensure they continue to meet academic unit standards.		
<b>Student Support</b>		
Students have access to technical support through the course, including practice sessions prior to the beginning of the course, and convenient access to technical support staff.		
Questions directed to student service personnel are answered accurately and quickly, with a system in place to address student complaints.		
<b>Faculty Support</b>		
Technical assistance is available to faculty, who are encouraged to use it.		
Faculty are assisted in the transition from classroom teaching to online instruction and receive feedback during the process.		
Instructor training and assistance, including peer mentoring, continues through the progression of the online course.		



Kansas State University-Salina  
**College of Technology and Aviation**

**Routing Checklist for Distance Learning Course Proposals**

**SPECIAL NOTE: Please date and initial each step as it is completed.**

- \_\_\_\_\_ **Faculty member** responsible for course submits completed requirement checklist to the Preview Panel
  
- \_\_\_\_\_ **Preview Panel** reviews, checks, and forwards the checklist to the **Section Head/Program Coordinator**.
  
- \_\_\_\_\_ **Section Head/Program Coordinator** submits proposed changes to the **Department Head/Chair** for routing and approval.
  
- \_\_\_\_\_ **Department Head/Chair** distributes proposal to the **Department Faculty**, allowing at least 7 calendar days for faculty review and feedback before the date of the next Department Faculty Meeting. This distribution will be in the form of an email with the course link provided.
  
- \_\_\_\_\_ **Department Faculty** forwards commentary to the Department Head who relays to the Preview Panel
  
- \_\_\_\_\_ **Department Head** submits new proposed DL course to the **College Course and Curriculum Committee Chair**, allowing at least 10 calendar days before the next scheduled Course and Curriculum Committee meeting (held on the fourth Tuesday of each month).
  
- \_\_\_\_\_ **Course and Curriculum Committee** approves new DL course and submits to the **College Dean** for routing to Con Ed.

**Kansas State University-Salina**  
**College of Technology and Aviation**

**Cover Sheet for Distance Learning Course Proposals**

***INSTRUCTIONS:** Please complete this form and submit it with each DL course proposal to be put on the agenda of the College Course and Curriculum Committee.*

**Name of department or section submitting proposal:**

**Contact person familiar with proposal content (include phone number):**

## Signature Routing Checklist for Distance Learning Course Proposals

Course Title:

Initiating Faculty:

Signatures

Approval date

\_\_\_\_\_  
Representative of Preview Panel

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Associate

# College of Technology and Aviation

**\* Final D R A F T \***

**010/21/04 \***

## **Peer Review (*PReview*) Panel**

**For**

## **Developing Distance Learning Courses**

**Objective:** The PReview Panel will review proposals for development of distance learning (DL) courses within the College and provide feedback to the proposing faculty member, appropriate department head and the dean's office.

**Background:** With the increased demand and opportunity for DL courses, the value of an advisory body comprised of colleagues with practical experience or professional training became evident.

### **PReview Panel Charge:**

- ◆ Review of all course proposals, whether for initial development or conversion to a DL format, must be presented to the panel.
- ◆ Provide the proposing faculty member an evaluation that at a minimum will address the use of an appropriate delivery technology, the panel's estimation of competitiveness among distance courses covering similar topic material, and an assessment of the quality of the proposed course with a recommendation to endorse or reconsider the proposal. .
- ◆ Develop a written summary of the evaluation and provide the summary to the faculty member, the faculty member's department head and the dean's office. This summary will be considered as part of the DL development/conversion decision process.

### **PReview Panel Membership:**

- ◆ The panel will have at least one faculty participant from each of the academic departments and one participant each from Continuing Education and the Library.
- ◆ Panel participants should be experienced or have received training in the delivery of course materials via a distance formats or media such as, but not limited to video, the Internet or teleconferencing.

### **PReview Panel Implementation:**

- ◆ Once panel membership is established, each courses currently being delivered via distance will be reviewed and a summary prepared as a means to document this process, identify areas for improvements, and provide panel members with review experience.

**Summary:** Whether endorsed by the PReview panel or not, proposals submitted by faculty members for peer review should be considered positive contributions in service to the college. The opportunity to extend the educational experience to non-traditional students unable to participate in our semester schedule is a natural application of distance learning. This peer review opportunity process is intended to encourage faculty to seize the opportunity while helping meet the university standards for content, rigor and quality. It also provides additional information to the decision-makers considering the commitment of college and department resources to the proposal.

**\*Final D R A F T \*** 10/21/04