

**McLennan Community College's
Distance Education Plan
2022**

McLennan
C O M M U N I T Y
COLLEGE

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Distance Education Definitions

Asynchronous - Not occurring at the same date and time. When students can engage with the learning materials at any time and are not tied to particular interactions at specific dates and times it is considered asynchronous.

Distance Education - The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. (*Texas Administrative Code, 2015*)

Formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other digital media if used as part of the distance education course or program. (*SACSCOC Policy Statement: Distance Education and Correspondence Courses, n.d.*)

Distance Education Course - A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same place. (*Texas Administrative Code, 2015*)

Synchronous - Occurring at the same date and time. When instruction happens or students engage with learning materials at required dates or times it is considered synchronous.

Overview of Distance Education

[McLennan Community College Mission Statement & Core Values](#)

Our mission is to educate our students - improving their lives and enriching our community.

1. **People matter** - We will be honest, humble, respectful, and gracious to our students and to each other. We best serve our students, colleagues, and community when we work as a team.
2. **Inclusiveness matters** - We will seek to appreciate and understand our students and each other, actively seeking different viewpoints. We will work to create a civil, welcoming environment where our diverse community of students and employees learn, teach, and work together.
3. **Integrity matters** - We will work with the highest level of integrity, taking responsibility for all of our actions. We will tell the truth and seek to be fair in our decision-making and actions.
4. **Communication matters** - We will be open, collegial, and courageous in our communications with students and with our colleagues. We will listen before we speak. We will communicate decisions and the reasons for them.
5. **Excellence matters** - We will strive for excellence in all that we do. We will actively plan for the future, seeking new and innovative ways to accomplish our mission.

[MCC's Distance Education Mission](#)

To ensure McLennan is the leader in providing quality, accessible, academically rigorous online educational opportunities for our diverse student population.

Goal Alignment

MCC Strategic Plan Goals

The [2019-2022 Strategic Plan](#) outlines a variety of goals and objectives for the College. Goals of the Distance Education program are aligned with MCC's strategic plan, in an effort to ensure consistency and quality. The MCC Distance Education goals (see [Goals & Proposed Activities](#) below) align with the following goals from the MCC Strategic Plan:

- Help all students succeed at the highest level possible.
- Impact the community.
- Provide resources to fund success.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Maintaining a high level of quality is critical to the success of any distance education program. The Distance Education program at MCC follows [The Principles of Accreditation](#), as outlined by SACSCOC, for all distance education courses. MCC also follows the SACSCOC Policy regarding [Distance Education and Correspondence Courses](#). Following these guidelines is necessary for proper accreditation.

Texas Higher Education Coordinating Board (THECB)

MCC abides by the policies and procedures outlined by the THECB, including the [Approval of Distance Education, including Off-Campus Courses and Programs guidelines](#) and the [Distance Education Portal Quick Start Guide](#) for implementation.

Types of Distance Education at MCC

Web-Enhanced Course (Face-to-Face) - A course in which at least 85 percent of the instructional content/curriculum is delivered face-to-face. Up to 15 percent of the content/curriculum may be provided online asynchronously. The Learning Management System (LMS) is used as an enhancement, not as the main delivery system for the course. If Zoom is used outside of normal class meeting times, the instructor needs to allow for flexibility to meet diverse student schedules.

Blended Course - A course in which 50 percent to 84 percent of the instructional content/curriculum is delivered asynchronously; mandatory face-to-face synchronous sessions may total no more than 50 percent of the instruction time, this includes synchronously proctored exams.

Online Course - A course in which 85 percent to 100 percent of the instructional content/curriculum is delivered online asynchronously; mandatory synchronous sessions may total no more than 15 percent of the instruction time, this includes synchronously proctored exams.

BlendSync Course - A course in which 50 percent to 84 percent of the instructional content/curriculum is delivered online asynchronously. Mandatory online synchronous tool sessions (Zoom, etc.) may total no more than 50 percent of the instruction time, this includes synchronously proctored exams.

Hyflex Course - A course design model that presents components of face-to-face, online, blended and blendsync learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online asynchronously, participating online synchronously (Zoom, etc.), or doing all three. Students can change their mode of attendance at any time, according to need or preference. In this flexible design, faculty provide course content for all three participation modes and tailor activities for each format. This is not a self-paced model, but rather a more flexible mode of learning.

History

Background

McLennan Community College initiated their distance education plan formally in 2002 with the submission of the Institutional Plan for Distance Education to the Texas Higher Education Coordinating Board. The report was put together by Dr. Paul Illich, Senior Director of Institutional Effectiveness. At that time, MCC had five distance education degrees/certificates and one off-campus delivery degree. Out of the five distance education degrees/certificates all contained between 50 percent to 55 percent internet courses.

According to the Instructional Plan for Distance Education from 2002, "Prior to 1997, distance education courses were limited to television-based courses. However, the College offered its first Internet based course in 1997 and has observed dramatic enrollment growth in Internet-based courses since that time. Internet course enrollment increased from less than 20 in the fall 1997 semester to over 600 in the spring 2002 semester." (Illich, 2002).

The following year in 2003, there were a total of 100 sections of two-way, hybrid/blended, online, and TV courses, all of which are considered distance education courses, with a total distance education enrollment of 1,721 students. In Fall of 2003, online courses were the dominant modality out of the distance education options at MCC, with 1,061 students in online, 305 in hybrid/blended, 255 in two-way, and 100 in TV courses. (See Figure 1 below.)

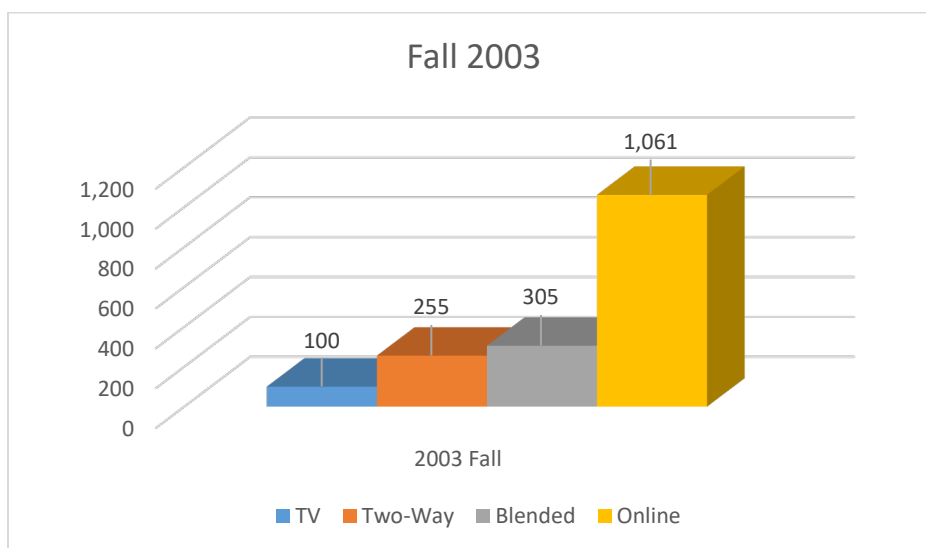


Figure 1: Distance Education course section enrollment at MCC in Fall 2003.

Throughout the past 20 years distance education has grown and changed. There are no longer two-way and TV courses offered; however, hybrid/blended and online courses grown (See Figure 2). There has been a 941 percent increase of course section enrollment in hybrid/blended courses and a 1,138 percent increase of enrollment in online course sections from 2003 to 2021.

Online increases have remained steady at MCC. Hybrid/blended courses, on the other hand, have seen large surges and dips between 2003 and 2021. The main surges occurred between Spring 2009 to Spring 2010 and between Fall 2019 to Spring 2020. The surge in 2009 through 2010 have a several possible explanations including: (a) the increase in distance learning across higher education; (b) the recession in 2008 which caused an increase in higher education enrollment; and (c) the Title III grant MCC was awarded in 2006, which resulted in the addition of seven fully online degrees by the end of the 2008-2009 academic year. During Spring 2020 the increase in hybrid/blended courses can be attributed to the COVID-19 pandemic and the need to move all courses to a hybrid/blended or online format.

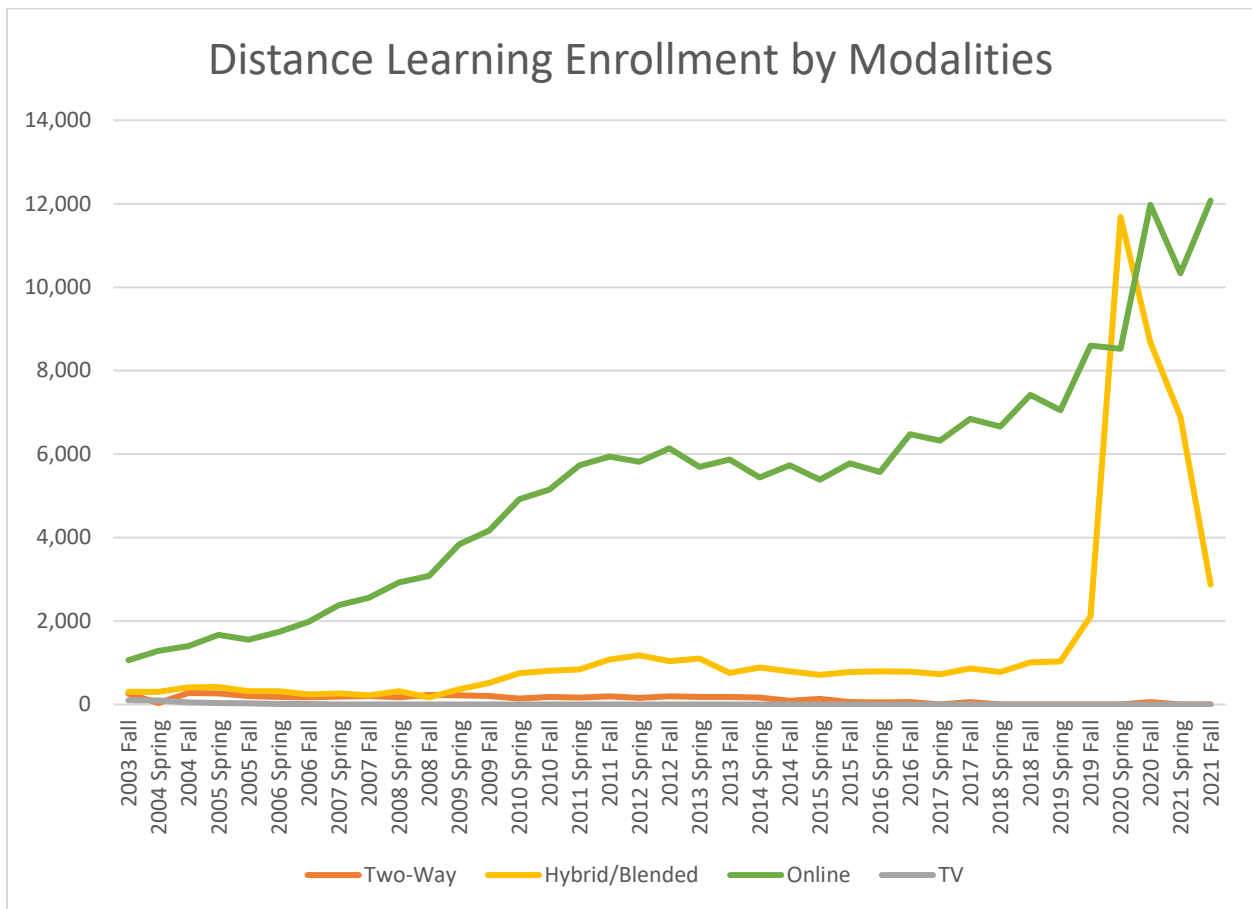


Figure 2: Distance Education section enrollment at MCC from Fall 2003 to Fall 2021.

Current Status

Within the last two years the world of distance education has changed drastically. In March of 2020, due to the COVID-19 pandemic, all courses needed to move online within a two-week time frame. With 424 distance education courses in Fall 2019 and a majority of full-time faculty already trained to teach online, MCC was ahead of the curve, compared to many other institutions. However, over the next six months (March 2020 to August 2020), in an effort to ensure all full-time faculty were certified

to teach online, the College offered five seven-week long trainings centered around pedagogical aspects of teaching online. During this time, 153 faculty successfully completed the training and were certified to teach online.

The onset of the pandemic has called attention to online learning and highlighted the benefits and challenges associated with online teaching and learning. During the pandemic, distance education allowed students to continue their education regardless of their health, their child care/school situation, and the various other fears and roadblocks which were present during 2020. During a time of chaos, education continued and brought some consistency and normalcy to the world.

The changes which were brought on by the pandemic and the flexibility that distance education offered allowed the institution and students (as well as others around the world) to see the value of distance education. Additionally, with all full-time faculty trained to teach online, the pandemic has afforded the institution the opportunity to increase degree and certification offerings in a variety of formats which were not offered previously. Before the pandemic, MCC had 29 online degrees, certificates, and awards. In Fall 2021, MCC had increased their offerings to 56 online degrees, certificates, and awards fully online; 8 online degrees, certificates, and awards; 86-99 percent online, and 26 online degrees, certificates, and awards 50-85 percent online (see Appendix A). These degrees include courses which are fully online. An analysis of degrees, certificates, and awards which can be completed in a blended or hyflex format has not been determined. In recognition of the institution's distance education program, in 2020, MCC was designated the fourth best online community colleges in Texas according to [OnlineU](#).

Due to the increase in online courses and online degrees, enrollment in distance learning has increased substantially at the institution. With the COVID-19 infection rates remaining at high levels, during Spring 2021 many courses at the College were still being offered as blended and blendsync courses. During this time, a vast number of instructors met with half of the class face-to-face on one day while zooming the other half and then switched methods on the next class meeting. This allowed every student to attend one face-to-face class each week and one Zoom class each week. This format helped with social distancing, since only half the class attended face-to-face at any given time. By Fall 2021, the College encouraged instructors to offer more classes in the face-to-face modality, which led to a decrease in the number of blended courses. However, the online enrollment did continue to increase due to student demand for flexibility. (Figure 3)

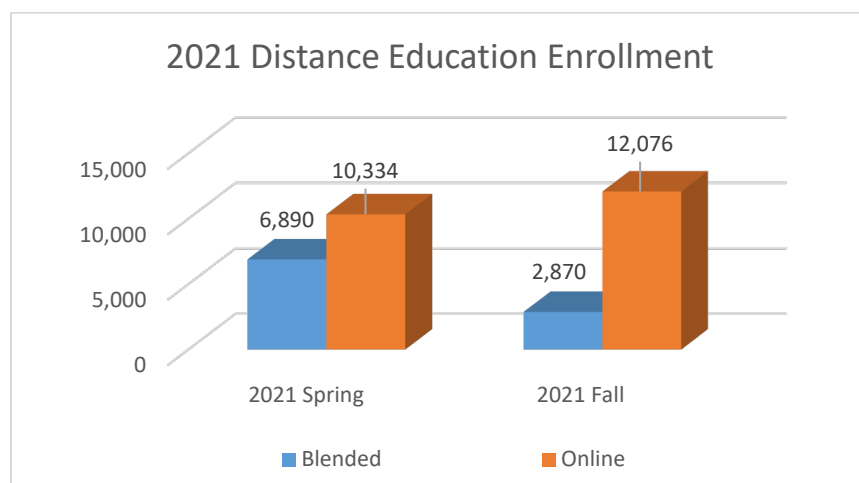


Figure 3: Distance Education enrollment at MCC in 2021.

Due to the fluid nature of distance education, the needs of students and their families, and the COVID-19 pandemic, a need to increase MCC's distance education instructional methods arose during the summer of 2021. Blendsync and hyflex were discussed as being helpful and forward thinking alternatives to the current methods offered.

Although faculty started teaching blendsync sections in Fall 2020, there was not a designation for this method of instruction and there was no way of tracking these courses as anything other than blended. In summer of 2021 it became more apparent MCC needed to help students understand if their blended course would be completed online and face-to-face or online and via Zoom. Thus, blendsync, as an official instructional modality, was born. In order to minimize confusion, within the course schedule, students do not see the word "Blendsync." However, they do see the class is online and in a classroom on campus (ex. MAC 200) or online and then the designation of Zoom or Google Hangout.

Another instructional modality which has received enhanced visibility due to the pandemic is the hyflex method of instruction. Hyflex courses have become increasingly popular in higher education, due to the added flexibility these courses offer to students. Hyflex courses are a way to help students who have unexpected or unanticipated changes in schedules or needs. By allowing students the flexibility to decide how they will interact with the content at any given time, students have more control of their educational environment. Whether they have child care needs, content they need more direct instruction on, or simply need to go out of town for work, hyflex will allow students the flexibility to choose the modality that works best for them. In Fall 2021, the Center for Teaching and Learning (CTL) offered their first hyflex training course to faculty. This course is required for any instructor who will be teaching a hyflex course. In addition to taking the hyflex training course, instructors who will be teaching a hyflex course must also complete a new Principles of Good Practice form (see Appendix B) and two additional trainings to prepare them for successfully teaching in a hyflex method. Spring 2022 will be the first semester MCC will have hyflex courses in the course schedule.

Instructors teaching in either blendsync or hyflex modalities require additional trainings in order to verify they are knowledgeable in the technology and to ensure their courses are structured according to the new instructional method (see Appendix C). In addition, depending on which instructional method the instructor intends on teaching, certain forms need to be completed (see Appendix D). If instructors, division chairs, and program directors have difficulty determining the instructional method for a given course, the Center for Teaching and Learning has created a flow chart to assist in identifying the appropriate instructional method (see Appendix E). Division chairs and program directors also took a training to learn how to differentiate between the instructional methods and how to review distance education courses.

Supporting Distance Education

Student Support

A goal of MCC's distance education program is to support students inside and outside of the classroom so they can be successful academically. In the academic realm, MCC has Academic Support and Tutoring (AST), Supplemental Instruction (SI) courses, and the library to help students. AST offers tutoring face-to-face, through Zoom, and online. MCC has also purchased Smarthinking which offers 24/7 tutoring and the ability to submit papers for review.

Supplemental Instruction is part of both MCC's Quality Enhancement Plan and the Title V grant. This program pairs an instructor with a student (of the instructor's choosing) who previously completed the class, in order to assist current students with the course. The SI leader attends class with the students and offers structured, group study sessions to the students in the class. MCC has observed success in courses with this structure. Courses which have implemented SI have reported 12 percent fewer withdrawals and 18 percent higher successful completion rates versus the same courses with the same instructors before implementing SI. While not many distance education courses currently contain SI, this support system/program will continue to grow within the coming years.

The library at MCC provides extended and weekend hours for MCC distance education students. The library offers live chat, email, and the ability to schedule appointments. Librarians are available to help distance education students with research and the ability to check out a books through the TexShare program.

In addition to providing academic support, MCC also offers a variety of additional services for students, such as success coaches, advisors, financial aid, technology support, admissions, records/registration, and business office. All of these services are available over phone and through email. Some are also available via Zoom.

Service	Contact Information
Academic Support & Tutoring	254-299-8500 Learning Technology Center, 2 nd and 3 rd Floor Zoom: https://mclennan.zoom.us/j/2542998500 Website: https://www.mclennan.edu/academic-support-and-tutoring/ Email: ast@mclennan.edu
Library	254-299-8323 Learning Technology Center, 2 nd and 3 rd Floor Website: https://www.mclennan.edu/library/index.html Email form: https://mclennan.wufoo.com/forms/ask-a-librarian/
Admissions	254-299-8622 Highlander Central in the Enrollment Services Center Website: https://www.mclennan.edu/admissions-and-recruitment/ Email: highlandercentral@mclennan.edu
Records & Registration	254-299-8507 Highlander Central in the Enrollment Services Center Website: https://www.mclennan.edu/records/index.html Email: register@mclennan.edu
Financial Aid	254-299-8698 Highlander Central in the Enrollment Services Center Website: https://www.mclennan.edu/financial-aid/index.html Email: financial_aid@mclennan.edu
Business Office	254-299-8627 Administration Building, 1 st Floor Website: https://www.mclennan.edu/stuacnt/index.html Email: studentaccountreceivables@mclennan.edu
Advisors	254-299-8614

	Student Services Center, 2 nd Floor Zoom: https://mclennan.zoom.us/j/91322884695 Website: https://www.mclennan.edu/advising/index.html Advisor Request Form: https://mclennan.co1.qualtrics.com/jfe/form/SV_4VhzjkMOuwkRqgF
Testing	254-299-8453 Student Services Center, 2 nd Floor Website: https://www.mclennan.edu/testing-center/index.html Email: testingcenter@mclennan.edu
Success Coaches	254-299-8226 Student Services Center, Second Floor Website: https://www.mclennan.edu/completion-center/index.html Email: success@mclennan.edu
Counseling Center	254-299-8210 Wellness & Fitness, Room 101 Website: https://www.mclennan.edu/counseling/index.html Email: counseling@mclennan.edu
Technology Support	254-299-8077 After-hours: 254-717-6349 Learning Technology Center, 2 nd Floor Chat Online: https://helpdesk.mclennan.edu/ Website: https://www.mclennan.edu/tech-support/index.html Email: helpdesk@mclennan.edu

Technology and Digital Infrastructure

Student Authentication

As an institution offering distance education, McLennan Community College (MCC) ensures: (a) 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 credit; (b) that institutional policies and procedures exist to protect the privacy of students enrolled in distance education courses or programs; and (c) that students will be notified (in writing at the time of registration or enrollment) of any additional student charges associated with verifying the student's identity.

Verifying Student Identity. MCC uses several methods to verify students' identity and to protect their privacy, including the use of: (a) a secure login and password; (b) proctored examinations; and (c) new or additional technologies and best practices. MCC does not offer correspondence courses.

MCC issues each student, traditional or distance learning, a unique seven-digit student identification number once an application has been processed through Apply Texas. This student ID becomes the unique identifier for the student throughout his/her academic career at MCC. The student ID is required to access all college resources, including WebAdvisor, Self-Service, Learning Management System (LMS), student email, and library databases. When a student registers for a distance education course, his/her student ID is automatically tied to the LMS and all other online resources.

Secure Login and Password. Each student enters his/her unique user ID (consisting of the first initial of the student's first name, the first initial of the student's last name, and the seven-digit MCC ID number) to access to MCC's online resources. All users at MCC create an eight-digit, alphanumeric password that uniquely identifies him/her to all online resources at MCC. This combination of user ID and password identifies the student when accessing all of the college's online resources.

In addition, all students, whether on campus or from remote locations, must abide by the MCC Responsible Use of College Computing Resources Policy ([Policy E-XXXI](#)), which includes protecting his/her electronic credentials at all times. Students are responsible for maintaining the security of usernames, passwords, and other access credentials as required. Access to MCC accounts is given to an individual for the exclusive use by that individual only. Attempting to discover another user's password or to gain unauthorized access to another person's files or mail is prohibited. It is against college policy for a user to give someone his or her password or allow others to use his or her account; users are responsible for any and all activity on their accounts. Technical enforcement of this policy is the responsibility of Information Systems and Services. Students violating this policy are referred to the office for Student Conduct.

According to the General Conduct Policy ([Policy E-VIII](#)), MCC includes in its definition of Academic Dishonesty the act of substituting for another person, or permitting another person to substitute for oneself, in a course to take a test or complete any course-related assignment, including, but not limited to, signing in/registering attendance for another student without the instructor's permission. Further, MCC considers alteration, forgery, or misrepresentation of any form of identification to be 'Theft, Damage, or Unauthorized Use' according to the General Conduct Policy (p. 10).

Proctored Examinations. Departmental policies and procedures may require distance education courses to implement supervised, proctored examinations. Proctored examinations may be administered in one of three ways:

1. Through the MCC Testing Center - Used predominantly for admission and program-specific exams (ACT, HESI, TSIA, etc.), alternative placement exams (e.g. CLEP), certification and exit exams, testing requiring special accommodation (e.g. ADA), and external and correspondence exams.
2. Through the use of a third-party proctoring program (ProctorU, Zoom, etc.) approved and utilized by the College.
3. At an alternative testing site approved by the instructor.

Students using the MCC Testing Center must identify themselves with a valid current picture ID card; a McLennan Community College ID and state-issued form of identification is preferred.

Other Technologies. MCC has a license for Respondus Lockdown Browser for instructor use during online exams and/or assignments. Respondus Lockdown Browser disables various features on the user's computer that could assist the user in completing the exam, such as an internet browser, USB drive, printer, etc. For instructors who do not use Respondus for test proctoring, some use Zoom or a third-party electronic proctoring service, ProctorU, which is made available to instructors who adopt specific publisher platforms (e.g. MyMathLab through Pearson Publishing).

McLennan Community College has a written procedure for protecting the privacy of students enrolled in distance education courses or programs. The Distance Education Policy ([Policy B-XVII](#)) states that "The quality of distance education instruction must meet the same standards as on-campus instruction." All instruction is administered by the same department/division administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation process for distance education instructors is also comparable to those for on-campus instruction. All subject content decisions are the responsibility of the instructor and are coordinated through the appropriate MCC academic structure, regardless of the delivery system. All MCC policies and procedures related to admission, withdrawals, and attendance are the same regardless of the delivery system.

Protecting Student Privacy

McLennan Community College is committed to protecting the privacy of all students and their educational records, whether students are enrolled in distance education courses or attend class on-campus, and it has several policies, procedures, and practices in place to do so.

Records Access and Privacy Rights of Students and Parents ([Policy G-XIX](#)) describes the information that may appear in student records, as well as the processes by which students can access their records and address any inaccurate or misleading information. The policy informs readers on directory/general information, authorization of access, record of access, and student record maintenance areas.

MCC protects the security, confidentiality, and integrity of all student records (including distance education students) in accordance with the U.S. Department of Education Family Education Rights and Privacy Act of 1974 (FERPA). Students are notified of their rights under FERPA during online orientation, through the MCC Catalog, and in the Highlander Guide. Students may request to inspect and review education records. Additionally, students are notified of their right to request withholding the disclosure of any directory information by completing a request for nondisclosure in the Registrar's Office.

New employees at MCC are notified during new employee orientation that they must complete an online FERPA Tutorial, which addresses the essential elements of the statute. All employees, faculty, professional and support staff are required to complete the online FERPA Tutorial on a bi-annual basis. Additionally, faculty and staff have the opportunity to receive a more in-depth FERPA training.

The college's online systems leverage Secure Sockets Layer (SSL) provides secure authentication of online systems, encryption of all data sent to and from the servers, and integrity checks of all data. SSL is used for the Learning Management System, Library Resources, WebAdvisor, Self-Service, and Google Apps. All students and employees accessing the online resources at MCC agree to the College's Computer Use Policy. Additionally, a link to the Computer Use Policy appears in the Highlander Guide Student Handbook and is accessible via the Computer Use Policy link at the bottom of every web page found in the mclennan.edu domain. According to [Policy G-XVIII](#), Student Permanent Records Security Policy, MCC's computer services department maintains records electronically, backs them up daily, and maintains the information permanently at an off-site location.

MCC does not have any additional student charges associated with verification of student identity. Instructors teaching online courses may have individual policies regarding off-site proctoring of exams, but they cannot require students to pay for a proctoring site unless this information was disclosed to potential students in the information provided at the time of registration.

Faculty Qualifications & Resources

Training

MCC has a robust training program for faculty who wish to teach online, blended/hybrid, blendsync, or hyflex. The core of this training has three components, Brightspace Mechanics, Teaching Online: Fundamentals, and, for those who wish to teach in the hyflex modality, Hyflex Fundamentals.

Brightspace Mechanics is divided into two hands-on training modules and several other modules that cover topics related to the use of the LMS. The Brightspace Basics module contains training for those faculty who intend to use Brightspace to enhance their face-to-face courses. Completion of the Basics module issues a completion badge to the faculty member's profile. The Brightspace Plus module expands on Basics module training and contains training on those features in Brightspace that will be needed for faculty teaching blended/hybrid and fully online courses. Successful completion of Basics and Plus issues a certificate to the faculty member's profile. Completion of Brightspace Mechanics is a prerequisite for the Teaching Online: Fundamentals course and this certificate must be submitted within the Fundamentals course.

The successful completion of the Teaching Online: Fundamentals (TOF) course is required of all faculty to be certified to teach distance education courses (online, blended, blendsync, and hyflex). This seven-unit course centers on the pedagogy of teaching online. Historically it has been presented as either a blended/hybrid or fully online course. In either mode, it presents a model of an online course and allows the participants to experience the online modality from a student perspective. Through readings, videos, discussion boards, and reflection assignments, participants are exposed to, and explore, pedagogical issues related to moving a course online. The course also includes hands-on assignments that lead to participants creating two fully online units of learning, which includes content, assignments, and discussion boards. Additionally, participants create an orientation module and a welcome announcement that guides a student on how the course is set up and first steps to take within the course. The development of two fully online units/modules serves as the capstone to the course and is assessed through a Zoom meeting with the participant. Feedback is provided by an instructional designer.

In cases of new faculty that come to MCC with online teaching experience, the Center for Teaching and Learning has an alternative certification process in place. In an interview format, an instructional designer will meet with the faculty member and assess their previous training. They will also ask to view an online course that the faculty member has created. If both of these factors sufficiently show that the faculty member has met the equivalent competencies of Teaching Online: Fundamentals then they will be granted an alternative certification and will not be required to complete the Fundamentals course (see Appendix F).

If a faculty member desires to teach in a blendsync modality the faculty member must have successfully completed Teaching Online: Fundamentals or an alternative certification. Additionally, they must have completed the Advanced Zoom training and either the Camtasia or YuJa training.

A faculty member who is certified to teach online may wish to teach in a hyflex modality. Certification to teach in this format requires successful completion of the four-unit Hyflex Fundamentals course, as well as the Advanced Zoom training and either the Camtasia or YuJa training. The Hyflex Fundamentals course covers the unique pedagogical challenges of creating and managing a course that is taught simultaneously in the three modalities (face-to-face, via a synchronous tool such as Zoom, and fully online asynchronously). Faculty in the hyflex course get to experience the hyflex modality by having the flexibility of choosing which modality they will attend class on any given day. Participants in the Hyflex Fundamentals course will create a hyflex course plan, which allows them to plan ways to meet the needs of each of the three modalities. The class culminates with the development of a course containing two units of learning, a hyflex teaching demonstration, and development of resources detailing how the course will work and instructor expectations for each modality.

Approval Process

MCC has a multistep process that governs course development and approval. This process must be followed before a distance education course is listed in the course schedule and offered at the institution. Per MCC [Policy B-XV](#), Instructional Council is tasked with reviewing and recommending new courses. In the case of a new distance learning course that hasn't been previously taught, a Course Proposal, Update, and Deletion form (see Appendix G) is submitted to the Instructional Council for consideration and approval to develop by the instructional department. This form contains a narrative which describes the rationale for the proposed course and format. Also within the form is specified a field to show the need for the course. Once this course proposal is reviewed and a recommendation is made by the Vice President of Instruction & Student Engagement and approved by the President, development of the course can commence. At this point an assigned faculty member may begin course development.

Course development will proceed with an Instructional Designer's consultation assistance or by the faculty member alone. Once the course is 50 percent developed the faculty member fills out the Principles of Good Practice (PGP) form (see Appendix B) and submits it to the Center for Teaching and Learning for review. Information entered on the PGP will be verified, and if missing, must be corrected. In addition, if the course has training requirements due to the course's instructional method, they will be verified before final approval is provided.

Using the criteria listed in the PGP form and from the Course Design Guidelines document (see Appendix H), an instructional designer will assess the course shell for quality and course design best practices. If there are major problems or if the course is missing SACS requirements, the faculty member will be contacted and a request for corrections or additions will be made. If all design criteria are met, the instructional designer will approve the PGP and leave comments and feedback for the instructor. The PGP will then be reviewed and approved throughout the administrative chain (division chair and dean). After all approvals have been provided, the PGP will be saved electronically and listed as an approved PGP in the Center for Teaching and Learning's PGP database.

Some faculty have decided they do not want to create their course shells from scratch. In these cases, a faculty can use another instructor's already approved course shell. Once they have the other faculty member's permission, they can complete the Additional Approved Instructors Form (see Appendix I). This will allow the faculty member to receive expedited approval on their course shell.

Resources

In addition to providing training on the tools in the LMS, the Brightspace Mechanics course shell serves as a repository for how-to materials created by the Center for Teaching and Learning. These how-to materials consist of handouts and videos that add depth to the basic training of the Mechanics course and cover a variety of ancillary software such as Respondus Lockdown Browser, and video creation/management/embedding using YuJa, Camtasia, and YouTube.

Another resource available for faculty in Brightspace is the Brightspace Resources via CTL course shell. This resource is used to house stock announcements and reusable content which can be copied into faculty's course shells as wanted/needed. Additionally, the instructional designers within the Center for Teaching and Learning are a major resource for faculty. They provide training, consultation, guidance, and troubleshooting for course development and teaching.

Compliance Standards & Legal Policies

Accessibility

MCC has made a commitment to Accessibility campus-wide. A Digital Accessibility Policy (<https://www.mclennan.edu/employees/policy-manual/docs/E-XV.pdf>) and Procedures (<https://www.mclennan.edu/employees/policy-manual/docs/E-XVManual.pdf>) document has been generated. This policy is implemented in accordance with:

1. [The Rehabilitation Act of 1973 \(Section 504 and 508\) as amended](#);
2. [Title II of the Americans with Disabilities Act \(Title II\)](#);
3. [Access Board Standards and Guidelines](#); and
4. The World Wide Web Consortium (W3C) "[Web Content Accessibility Guidelines](#)" (WCAG) 2.1, level A and AA.

These standards are incorporated within the policy and inform the procedures for ensuring compliance. In addition, an overview of these standards is taught within the college's Professional Development Accessibility and Universal Design course, as well as within the Teaching Online: Fundamentals course.

In regards to Distance Education, the College has contracted with Blackboard to include Blackboard Ally within every course contained in the Brightspace LMS. Blackboard Ally provides alternative formats for digital resources which are downloadable by the students within the course. This does not include video resources. Faculty are encouraged to choose video resources that contain correct/accurate captioning. In cases where faculty create their own videos and need captioning they cannot provide on their own, the MCC Interpreting Department is able to create captioning for the video. MCC has also contracted with Rev to provide just-in-time captioning and to assist with a Center for Teaching & Learning goal of

creating a set of fully captioned gateway courses. Blackboard Ally also provides information and resources to faculty demonstrating how to improve the accessibility of documents within their course.

To help empower faculty and staff of the College, a Professional Development certificate program has been developed and is planned to be offered for the first time during Spring of 2022. The three-core courses of this certificate will address the laws which pertain to accessibility and accessibility compliance of digital documents. The following are the suggested courses that make up the certificate:

Core:

- Accessibility Law, WCAG 2.1, and Universal Design
- Document Compliance – Word
- Document Compliance – PowerPoint and PDF

Other Course Selections:

- Introduction to Disabilities
- HTML Structure Tags
- Captioning Formatting Rules
- YUJA captioning
- Camtasia captioning
- Using Blackboard ALLY

Intellectual Property

MCC has two policies, E-XVII and B-XVII (link), which govern Intellectual Property.

- E-XVII - Intellectual Property
<https://www.mclennan.edu/employees/policy-manual/docs/E-XVII.pdf>
In the Guidelines section of this policy, exclusive property rights are granted to college employees and students so long as the intellectual property products were developed on their own time and did not involve the use of substantial institutional resources. Products produced as part of an employee's regular work or before employment are owned by the employee.
- B-XVII - Distance Education
<https://www.mclennan.edu/employees/policy-manual/docs/B-XVII.pdf>
In the Faculty section of this policy, the E-XVII policy above is referenced. However, as relates to Distance Education, it expands that policy to state that faculty members own the content they have authored and developed while MCC owns the course framework, which is understood to mean the LMS.

Copyright & Fair Use

To assist faculty and staff with issues of Copyright and Fair use, MCC teaches a Copyright and Fair Use course. In addition, staff in the Center for Teaching and Learning attend trainings regarding copyright and fair use legal issues. The MCC Library also offers advice on this topic.

MCC has licensed a variety of library databases that allow legal access to the copyrighted materials within the databases. These database links can be embedded into courses and allow students, in many

cases, to download the full text of those materials. Library staff have created a set of Libguides which inform faculty how to use and embed the database resources into their courses.

<https://mclennan.libguides.com/faculty/d2l/linkdb>
<https://mclennan.libguides.com/faculty/d2l/linkart>
<https://mclennan.libguides.com/faculty/d2l/linkebook>

Copyright and Fair Use is a topic within the Teaching Online: Fundamentals course. In addition to discussing the use of copyrighted materials, options such as using repositories of public domain or Creative Commons licensed materials are highlighted. When completing the Principles of Good Practice form for a distance education course, faculty are asked to certify they have copyright permission, or are in progress of obtaining permission, for the content in the course. To avoid the appearance that linked websites might be viewed as MCC's content, faculty are encouraged to make sure links to external websites open into a new window and not within the Brightspace page.

Analysis of the Distance Education Program at MCC

Strengths of the Distance Education Program

Staying Current in Best Practices

Distance education is an ever-growing and ever-developing field. In order to stay current, innovative, and competitive in the field of distance education, McLennan Community College and the staff in the Center for Teaching and Learning place an emphasis on professional development, research, and networking. Each of these activities ensure the CTL staff are prepared to train faculty on best practices in distance education.

Professional Development. CTL staff engage in a variety of professional development activities offered through EDUCAUSE, D2L Brightspace, NISOD, TXDLA, USDLA, The Chronicle, Inside HigherEd, Franklin Covey, AHEAD, and other organizations. Staff within the CTL attend conferences, webinars, and other in-person professional development sessions to learn about the current trends and practices in distance education. The knowledge attained through professional development activities is then shared with faculty at the College through trainings provided by the instructional designers, Lunch-n-Learn sessions, a departmental newsletter, or email. This type of professional development ensures the College is staying current on trends and best practices in distance education.

Research. Because distance education is always growing and changing, it is critical for institutions to stay abreast of current best practices in online teaching and learning. Instructional designers in the CTL stay actively engaged in reading current and past literature on distance education. Library databases, The Chronicle articles, Inside HigherEd articles, EDUCAUSE articles, and NISOD publications are used by instructional designers on a daily basis, to attain research on current trends in distance education. Additionally, the instructional designers conduct and obtain institution-specific research, in coordination with the Institutional Research department at the College. Research is shared with faculty through trainings provided by the instructional designers, Lunch-n-Learn sessions, a departmental newsletter, or email, as needed.

Networking. Another strength of the Distance Education Program at the College is the networking that occurs, both on and off campus. Instructional designers in the CTL intentionally work to develop relationships on campus with other departments and faculty. The instructional designers work closely with Academic Support and Tutoring, the Library, Advisors, Success Coaches, and faculty, in order to create a more cohesive experience for distance education students. Additionally, the CTL attempts to develop inter-departmental relationships among faculty through Lunch-n-Learn sessions, Faculty Summer Institute, and other learning community activities.

In addition to developing on-campus relationships, the CTL also networks with other institutions and with companies the College has partnered with for various services. Through conferences and webinars, CTL staff have developed working relationships with people from various institutions across the country. These contacts are able to share ideas and input about a variety of topics in distance education. This type of networking provides the College with new perspectives and lenses with which to view problems and solutions. Additionally, the CTL has developed positive relationships with companies such as Blackboard Ally, D2L Brightspace, Proctorio, Respondus, and TurnItIn. These companies have provided resources and support to improve distance education at the College.

Online Degrees, Awards, and Certificates

Another strength of the distance education program at McLennan Community College is the vast number of online degrees, awards, and certificates that are available to students. As noted previously, in Fall 2021, MCC had 58 online degrees, certificates, and awards offered fully online; 8 online degrees, certificates and awards offered 86-99 percent online; and 26 online degrees, certificates and awards offered 50-85 percent online (see Appendix A).

Institutional Policies/Procedures

McLennan Community College has developed institutional policies and procedures for training (see [Training](#) section above) instructors to develop and facilitate online courses, certifying instructors to teach online, evaluating (see [Approval Process](#) above) online courses, and improving/maintaining accessibility and ADA compliance (see [Accessibility](#) above). Without the proper certification, training, and approval, instructors are unable to teach online courses at the institution. These policies and procedures ensure the College is offering quality online courses.

Functional Teamwork

Functional teamwork within a department is critical to success. The CTL, which supports distance education at MCC, is a functional team. All CTL staff are responsive and diligent in communicating with faculty and staff and with solving problems which arise. In general, staff response times are 24 hours during the week and 48 hours on the weekend. Often response times are even quicker than the proposed 24 or 48 hours.

Additionally, staff are knowledgeable in a variety of topics related to distance education, including course design, andragogy, pedagogy, accessibility, universal design, and copyright. Instructional designers have specific areas of expertise, which allow them to become “experts” in a particular area.

CTL staff members have effective and functional working relationships within the department and with employees who work outside of the department. This type of functional teamwork, both internally and externally, are critical to ensuring success in the distance education program.

Weaknesses of the Distance Education Program (ADA, Quality Control)

Lack Adequate Staff to Support Distance Education Growth

Since its introduction at MCC, distance education has grown exponentially. Between 2003 and 2021, there has been a 941 percent increase in enrollment in blended courses and a 1,138 percent increase in enrollment in online courses. During this same time period, the number of blended sections being offered has increased 1,005 percent and the number of online sections being offered has increased 980 percent. Additionally, before the pandemic, MCC offered 29 online degrees, certificates and awards. As of Fall 2021, the number of fully online degrees offered at the College had increased to 58. Despite the growth in distance education, the number of personnel supporting distance learning programs at the College has not increased. The College only employs two instructional designers to support course development and evaluation. Additionally, the instructional designers are tasked with disaggregating data to inform decisions about distance education, maintaining records, and updating resources. Furthermore, due to a lack of personnel, the CTL is unable to provide after-hours support to instructors, which may be needed, especially during peak course development hours.

Lack of Guidance on Instructional Methods from Governing Bodies

Regarding expectations for defining and offering distance education courses, the College relies on guidance from the Texas Administrative Code, SACSCOC, and the THECB. Because of the pandemic, the number of instructional methods and modes of delivery have increased to meet a variety of student needs (health, safety, etc.). Although the increase in instructional methods offered has been necessary, as of Fall 2021, governing bodies have not provided guidance on: (a) how to classify courses offered in new modalities; (b) definitions for new methods of remote teaching and distance education; (c) evaluation and approval processes for new instructional methods; and (d) reporting guidelines for new instructional methods being utilized. The College has used the most current data and research to develop their own definitions for two new modalities: blendsync and hyflex; however, once guidance from governing bodies is provided, the definitions, processes, and procedures for offering the new instructional methods may need to be adjusted.

Goals & Proposed Activities

The Center for Teaching and Learning is constantly striving for improvements and quality in the distance education program and courses at McLennan Community College. While CTL has many goals, below are the top four goals and objectives for MCC and CTL.

- Enhance and verify the quality of courses, programs, and instructors at MCC following the initial Principles of Good Practice review.
- Make data driven decisions which improve the success of MCC students while working with Institutional Research and through software such as Brightspace Performance Plus (early alert).

- Improve the accessibility of courses at MCC through training, software such as Blackboard Ally, and review of Gateway and Core courses.
- Create and support Faculty Learning Communities to foster best practices and skills of MCC faculty.

Accessibility

Because MCC is committed to the creation and maintenance of fully accessible courses, there are several projects and activities that the Center for Teaching and Learning has planned. As described previously (see Accessibility section above), the following projects have been proposed or implemented:

- An Accessibility Professional Development certificate program (proposed to start Spring 2022);
- Integration of Blackboard Ally in all courses in the LMS (implemented Fall 2021 and ongoing in future semesters);
- Training related to using Blackboard Ally effectively to improve accessibility in online courses (soft-rollout in Fall 2021; full implementation proposed starting Spring 2022);
- Collaboration with the MCC Interpreting Program to provide captions for videos (ongoing); and
- Utilization of Rev to provide captions for gateway courses and just-in-time captioning needs for students with accommodations (started Fall 2021 and ongoing in future semesters).

MCC realizes that accessibility is a changing landscape of new guidelines and solutions. In order to stay up-to-date, MCC will seek avenues such as the Accessing Higher Ground and Association of Higher Education and Disability (AHEAD) regional conferences for staff to attend, in an effort to maintain current knowledge and skills needed to address accessibility issues on campus.

Faculty Learning Communities

Faculty Learning Communities (FLCs) are faculty and/or staff groups that engage in a collaborative program to enhance teaching, student persistence, and completion. As a community of practice, FLCs may focus on a particular topic or problem and may consist of cohorts that are interdisciplinary or discipline-specific. FLCs provide a safe space for sharing techniques, exploring new approaches, different viewpoints, and receiving feedback for ideas. The structure of an FLC can take many forms but will all meet regularly. They may run for up to a year but the duration is usually determined by the goals and outcomes that are the focus of each FLC. The Center for Teaching and Learning currently offers three FLCs:

- Faculty Summer Institute
- Teaching and Learning Book Club
- Metacognition

Other opportunities may fit into the community building, interdisciplinary collaboration, and explorations of teaching and learning provided by an FLC might include:

- Creating OER resources
- Inclusion in the Classroom
- Learning Technology
- Best Teaching Practices Within a Discipline
- Learning Analytics

References

Illich, P. (2002). *Institutional Plan for Distance Education*. McLennan Community College.

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Appendix A – Degrees Offered Online

100 Percent Online Degrees

Associate Degrees

- Accounting - AAS
- Administrative Office Management - AAS
- Associate of Arts in Teaching Ec - 12 Generalist
- Business Administration - AAS
- Business Management - AAS
- Child Development - AAS
- Criminal Justice/Corrections - AAS
- Criminal Justice/Law Enforcement - AAS
- Emphasis in Computer Science - AS
- Field of Study in Business Administration & Management - AA
- Field of Study in Communication Studies - AA
- Field of Study in Criminal Justice - AA
- Field of Study in Digital Media - AA
- Field of Study in English, Language & Literature - AA
- Field of Study in History - AA
- Field of Study in Social Work - AA
- Field of Study in Sociology - AA
- General Academics - AA
- General Academics - AS
- General Academics, BI - AA
- General Academics, CA - AA
- General Academics, Health Professions - AA
- General Academics, Liberal Arts - AA
- General Academics, PS - AA
- General Business - AAS
- Health Information Technology - Data Analytics
- Medical Office Management - AAS
- Real Estate - AAS
- Supply Chain & Operations Management - AAS

Certifications

- Accounting
- Bookkeeping & Tax Technician
- Business Administration
- Business Management
- Child Development
- Criminal Justice/Corrections
- Criminal Justice/Law Enforcement
- Entrepreneurship
- Field of Study, Social Work
- General Business

- Long Term Care Administration - Assisted Living Facility Management
- Office Technology
- Office Technology Specialist
- Operations Management
- Real Estate
- Real Estate Licensure

Occupational Skill Awards

- Basic Medical Office Training
- Business
- Child Development Associate
- Document Design
- HITT Billing Specialist
- HITT Documentation Specialist
- Keyboarding & Business Document Formatting
- Keyboarding & Medical Software & Doc Formatting
- Mental Health - Adolescent Residential Caregiver
- Office Software Technician
- Records Management

86 Percent – 99 Percent Online

Associate Degrees

- Emphasis in Math - AS
- Field of Study in Nursing - AA
- Health Information Technology - AAS

Certifications

- Child Development/Administration
- CIS/Computer Support Specialist
- Health Information Technology - Informatics
- Health Information Technology Coding Specialist
- Interpreter Training/Studies in Deafness

50 Percent – 85 Percent Online

Associates Degree

- Business Administration with Spec in Hospitality
- CIS - Information Systems & Applications
- CIS - Multimedia & Web Tech - Design Track
- Field of Study in Psychology - AA
- Interpreter Training
- Marketing
- Mental Health
- Mental Health - Youth Counseling
- Mental Health/Substance Abuse & Addictions

- Network Administration with Cybersecurity

Certificate

- CIS - Information Systems & Applications
- CIS - Multimedia & Web Design - Design Track
- CISCO Network Administration with Cybersecurity
- Criminal Justice - Forensic Science
- Medical Lab Assistant
- Mental Health
- Mental Health/Social Work
- Mental Health/Youth Counseling
- Mental Health/Substance Abuse & Addictions

Occupational Skills Award

- Child Development Administration
- CIS/Application Development
- CIS/Electronic Media
- Information Systems
- Mental Health - Behavioral Tech/Specialist
- Mental Health - Peer Recovery Specialist
- Phlebotomy

Appendix B – Principles of Good Practice (PGP)

[Click this link to view the Principles of Good Practice \(PGP\) form online.](#)

Form example shown on next page.

MCC Principles of Good Practice (PGP)

Introduction to the PGP

The Texas Higher Education Coordinating Board (THECB) commends and encourages the development of online courses and programs that enhance access to higher education throughout the state of Texas. The Coordinating Board works closely with Texas colleges and universities as well as with ICUT (Independent Colleges and Universities of Texas) to ensure the high quality of distance education. To that end, all public institutions are required to certify that their distance education programs are in compliance with the [Principles of Good Practice](#). McLennan Community College (MCC) follows the THECB's recommendations via this self-check document. In other words, we use the PGP to follow SACS and THECB's requirements. This form was developed using the [MCC Course Design Guidelines](#). More information and definitions can be found in [MCC's Distance Education Policy](#).

All faculty developing a new distance education course must complete the following self-check at least 2 months before the first day of registration of the semester in which the class is to be offered. At a minimum, 50% of the course (which is defined as the first ½ of all intended course units) must be entirely complete by this date or it should not be listed in the online schedule. For example: In a course that contains 13 units of instruction, the first 7 units would be student ready. If this is the first time the course is being offered in the chosen format, it must be pre-approved by Instructional Council.

Please add your comments, then date and **digitally sign** the form. Next, submit the form using the **Email Form** button for verification and routing through the appropriate administrative channels. If the Email Form button does not work, please email this PGP as an attachment to online@mclennan.edu.

Introduction

Instructor's Name:	Department:							
Course Name:	Course ID (ex. ENGL 1301):							
Brightspace Course ID (ex. ENGL_1301_DEV):	Course Start Date:							
The course is located on the following server:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Brightspace</td> <td style="width: 50%;">Publisher site</td> </tr> <tr> <td>Instructional Delivery Format:</td> <td> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Internet</td> <td style="width: 33%;">Blended/Blendsync</td> <td style="width: 33%;">Hyflex</td> </tr> </table> </td> </tr> </table>	Brightspace	Publisher site	Instructional Delivery Format:	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Internet</td> <td style="width: 33%;">Blended/Blendsync</td> <td style="width: 33%;">Hyflex</td> </tr> </table>	Internet	Blended/Blendsync	Hyflex
Brightspace	Publisher site							
Instructional Delivery Format:	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Internet</td> <td style="width: 33%;">Blended/Blendsync</td> <td style="width: 33%;">Hyflex</td> </tr> </table>	Internet	Blended/Blendsync	Hyflex				
Internet	Blended/Blendsync	Hyflex						
Dept/Prog/Div Chair Name:	Dean Name:							

THECB definition of terms: 85%-100% of the content/curriculum of a **fully online** course or program is delivered online; mandatory face-to-face/synchronous sessions may total no more than 15% of the instruction time. A course or program with 50%-85% of the content/curriculum delivered online and the rest of the course delivered face-to-face is considered blended. More information definitions can be found in [MCC's Distance Education Policy](#).

Copyright and Permission

Have you confirmed that all the course materials used in this course are 'fair use' or that you are otherwise exempt from liability from infringement? Yes No

If not, have you acquired permission to use or link to the materials? Yes No In-Process

Platform and Training

Does this course solely use the MCC Brightspace Learning Management System? Yes No

If you answered 'No' above, what platform are you using instead or as well?

All instructors are required to complete **Teaching Online: Fundamentals** or **Effective Online Instruction**, or they should obtain an [exemption](#) from the [Center for Teaching and Learning](#) prior to teaching a distance education course at MCC.

Completed Training Course Name

Date Completed

If you obtained an exemption, type *Exempt* in the box above

If Exempt, type the date you obtained the exemption in the box above

All instructors teaching Blendsync or Hyflex courses must take additional courses to teach in these modalities. If you are teaching a **Blendsync** course, in addition to *Teaching Online: Fundamentals* (or *Effective Online Instruction*), you must also take the following: **(1)** Zoom and **(2)** Camtasia/YuJa. If you are teaching a **Hyflex** course, in addition to *Teaching Online: Fundamentals* (or *Effective Online Instruction*), you must also take the following: **(1)** Zoom, **(2)** Camtasia/YuJa, and **(3)** Hyflex Design/Management.

If you are completing this PGP to teach a Blendsync or Hyflex course, Yes No N/A
have you completed the additional required trainings?

Instructor-to-Student Communication

Please list the percentage of each communication method that will be used to communicate with students. The total of all percentages must equal 100%. Hyflex courses will include equal parts Synchronous, F2F and online methods.

Communication Methods	%	Communication Methods	%
Announcements		Synchronous Meetings	
Discussion Boards		Small Groups	
Email		In Person (F2F)	
Phone Calls		Other	

Instructor Comments

Date:

Signature

Email Form

Design and Technical Review (completed by CTL staff)

***These items are required for SACS compliance.**

This course meets the guidelines of the Americans with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508.

Course navigation is logical, consistent, and effective.

Course design facilitates readability and minimizes distractions.

Course includes orientation materials detailing how to get started and navigate the course.

A self-introduction by the instructor is provided.

Students are asked to introduce themselves.

A hyperlink to the library is provided.*

A hyperlink or phone number to technical support is provided.*

For adjunct instructors: Full time faculty member contact information is listed as an alternate contact person.*

Proctored testing locations and/or options (if required) are clearly stated.*

Clear and specific due dates for all assignments are stated.*

Course prerequisites are clearly stated.

Required text and purchase information is clearly stated.

Specific and measurable course learning objectives are clearly stated.

A calendar or outline of all assignments is included.

Learning activities promote interaction and support active learning.

Activities and assignments address a variety of learning styles.

The course encourages appropriate interaction between all stakeholders.

Student interaction requirements are clearly stated.

A variety of assessment types are used.

Assessments are aligned with objectives.

Expectations for feedback are discussed or stated.

Feedback for students will be provided in a timely manner.

Teaching presence is apparent. It is clear the instructor will be involved and active in the course.

For Blendsync/Hyflex: All additional trainings have been completed.

For Hyflex: A calendar with F2F, Blended, and an Online schedule has been included.

Center for Teaching and Learning Staff Comments

Date:

Signature

Pedagogical Review (completed by department/division/program chair)

The course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

Course learning objectives are clearly stated and are aligned with the objectives of the department or discipline.

Course learning objectives are measurable and specific.

Content is organized and sequenced in a logical order so that learning builds upon previously learned concepts.

Course learning activities and assessments are appropriate for the given discipline and directly related to learning outcomes.

Content is delivered or presented well. The instructor adds his or her interpretation of important information. Information is synthesized.

Resources and activities being used support learning objectives and are relevant and current.

Content is presented simply and clearly to avoid information overload.

The course includes activities or assignments that require higher order thinking and reflection.

Content reflects current information in the field of study.

Department or Division Chair Comments

Date:

Signature

Email Form

Administrative Review (completed by supervising Dean)

As per THECB & SACS criteria, the quality of this online instruction is equivalent to that of traditional F2F courses.

The course adheres to the MCC policies and guidelines for distance education courses.

Dean Comments

Date:

Signature

Email Form

Appendix C – Instructional Methods: What is Required for Each Method

[Click this link to view the Instructional Methods: What is Required for Each Method](#)

Instructional Methods chart shown on next page.

Instructional Methods: What is Required for Each Method

Web-Enhanced (Face-to-Face)	Blended	Blendsync	Online	Hyflex
✓ Proposal to Develop	✓ Proposal to Develop	✓ Proposal to Develop will now have the option: Blended/Blendsync (If previously went to IC for blended then cleared for blendsync)	✓ Proposal to Develop	✓ Proposal to Develop will now have the option: Hyflex
✓ Mechanics Basic	✓ Mechanics Basic & Plus	✓ Mechanics Basic & Plus	✓ Mechanics Basic & Plus	✓ Mechanics Basic & Plus
	✓ Teaching Online: Fundamentals	✓ Teaching Online: Fundamentals	✓ Teaching Online: Fundamentals	✓ Teaching Online: Fundamentals
		✓ Must take additional set of courses: <ul style="list-style-type: none">• Zoom• Camtasia/YuJa		✓ Must take additional set of courses: <ul style="list-style-type: none">• Zoom• Camtasia/YuJa• Hyflex design/ management
	✓ Must submit PGP (If already approved for Online you do not have to submit another PGP.)	✓ Must submit PGP (Courses which are currently being offered as Blended or Online would need to submit the PGP Addendum for Blendsync.)	✓ Must submit PGP	✓ Must submit PGP (If approved for Hyflex you will be cleared to teach all other methods.)

Appendix D – Which Forms Do I Need to Complete to Teach an Online, Blended, Blendsync, or Hyflex Course?

[Click this link to view Which Forms Do I Need to Complete to Teach an Online, Blended, Blendsync, or Hyflex Course?](#)

Chart shown on next page.

Which Forms Do I Need to Complete to Teach an Online, Blended, Blendsync, or Hyflex Course?

Introduction

Knowing which form is necessary to complete is important. View the chart below to see which forms need to be completed for a variety of situations.

Situations

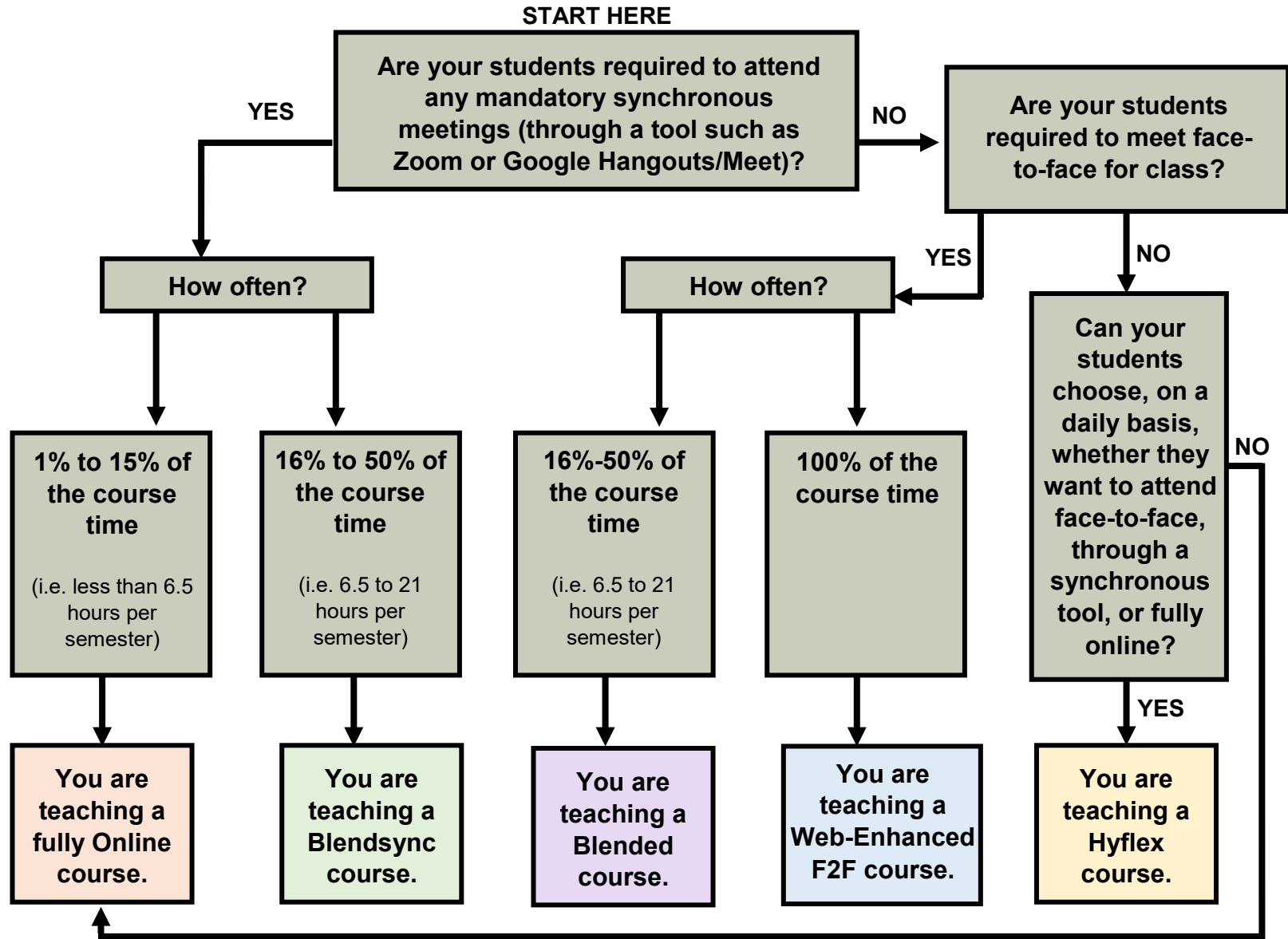
The course has been approved as a(n)...	but needs approval as a(n)...	Actions to Take
Online Course	Blended Course	You are good to go. No additional forms are needed.
Online Course	Blendsync Course	Complete the Blendsync Addendum form.
Online Course	Hyflex Course	Fill out the Principles of Good Practice (PGP) form
Blended Course	Blendsync Course	Complete the Blendsync Addendum form.
Blended Course	Online Course	Fill out the Principles of Good Practice (PGP) form
Blended Course	Hyflex Course	Fill out the Principles of Good Practice (PGP) form
Blendsync Course	Blended Course	You are good to go. No additional forms are needed.
Blendsync Course	Online Course	Fill out the Principles of Good Practice (PGP) form
Blendsync Course	Hyflex Course	Fill out the Principles of Good Practice (PGP) form
Hyflex Course	Blended Course	You are good to go. No additional forms are needed.
Hyflex Course	Blendsync Course	You are good to go. No additional forms are needed.
Hyflex Course	Online Course	You are good to go. No additional forms are needed.

Appendix E – Which Instructional Method Am I Using?

[Click here to view Which Instructional Method Am I Using?](#)

Chart shown on next page.

Which Instructional Method Am I Using?



- These scenarios reflect time frames and expectations for a 3 credit hour course. If you have questions about your course or you are unsure which modality you are using, please contact the Center for Teaching and Learning (CTL).
- No course should meet synchronously more than 50% of the time, unless it is a face-to-face course.
- In regards to Blended and Blendsync, Dr. Hills' expectations are to keep the courses closer to a 50/50 split (50 percent face-to-face or with a synchronous online tool and 50 percent online) rather than a 16/74 (16 percent face-to-face or with a synchronous online tool and 74 percent online) split.

Appendix F – Exemptions to Teaching Online Fundamentals

[Click this link to view the Exemptions to Teaching Online Fundamentals.](#)

Information shown on next page.

Exemptions to *Teaching Online: Fundamentals* Course

Introduction

Instructors can be exempt from taking *Teaching Online: Fundamentals* if they meet the following qualifications:

- Received training related to online pedagogy at a previous institution, OR
- Has been teaching online for at least five years

AND

- Meets with the Center for Teaching and Learning (CTL) and demonstrates adequate online pedagogical knowledge and course design knowledge.

Steps to Obtain an Exemption

Instructors wishing to seek an exemption should take the following steps:

1. Notify the CTL about the instructor's qualifications for an exemption.
2. Provide a record of the qualifications.
3. Meet with the CTL to discuss an online course that has been personally developed and taught by the instructor.
4. CTL will provide feedback on the course and determine eligibility of the exemption.
5. CTL will notify the division chair and instructor to let them know if the exemption was approved.

Appendix G – Course Proposal, Update, and Deletion Form

Form is shown on the next page.

COURSE PROPOSAL, UPDATE, AND DELETION FORM

Date:

Narrative: (Describe rationale for proposed course change and course format.)

1. Course Number:

Course Title:

2. Effective Semester Date:

3. Catalogue Information:

A. Description:

B. Prerequisites:

C. Weekly Instructional Contact Hours:

Lec. Hrs.	Lab. Hrs.	Clinical Hrs.	Internship/ Preceptorship Hrs.	Total Contact Hrs.
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D. Semester Hours:

E. Course Format: (Course to be offered in the following format - check all that apply.)

Face-to-Face

Blended/Blendsync

Online

Hyflex

F. Fee: (Specify what the fee is for, i.e., lab, testing, insurance, other: complio, Evaluate, X-Ray badges, etc.)

Lab:

Testing:

Insurance:

Other:

\$

Other:

\$

4. Course Objectives and Learning Outcomes:

5. Learning Outcome Assessment Plan:

6. Need for Course: (Include relationship to existing/proposed courses and programs, rationale and potential market for offering the course in this format(s) with appropriate documentation.)

7. Resource Implications:

A. Additional personnel required (includes semester load credit hours):

B. Load Factor:

C. Departmental or Program Budget:

D. Support Services (library, computer services, etc.):

E. Impact on other programs/courses/departments:

8. For courses that are not part of the general education program, attach a degree or certificate plan that demonstrates requirements this course will fulfill.

9. Funding Source and Approval Information:

A. Technical Programs - WECM

1. Program Number:

CIP Number:

Contact hours to be reported:

2. Verified by Dean:

Date:

B. Transfer Programs - ACGM

1. Program Number:

CIP Number:

Contact hours to be reported:

2. Verified by Dean:

Date:

C. Special Topics Course Justification:

1. Contact hours to be reported:

2. Verified by Dean:

Date:

D. Local Need Justification:

1. Contact hours to be reported:

2. Verified by Dean:

Date:

Proposed by Department:

Date:

Executive Summary:

To the Dean's office, eight calendar days prior to the IC meeting.

Submitted by Dean:

Date:

To the VPI's office, three calendar days prior to the IC meeting.

Recommended by IC/
VPISE:

Date:

Approved by President:

Date:

Appendix H – MCC Course Design Guidelines

[Click this link to view the MCC Course Design Guidelines](#)

Information shown on next page.

MCC Course Design Guidelines

The following guidelines help to provide a roadmap for instructors during the course design process or as a "self-evaluation" tool to assist with the revision of an existing online course. This research-informed list is based on the [Quality Matters](#) rubric and the [Universal Design for Learning Principles](#). It highlights key components essential to a high quality learning experience for students

1. Course Learning Objectives

Learning objectives for the course are measurable and clearly stated.

The course employs chapter/unit/module-level learning objectives which are consistent with the course learning objectives and describe measurable outcomes.

Assignments and assessments are based on the stated course learning objectives.

2. Orientation and Syllabus

The course includes a welcome announcement which describes next steps.

The course includes orientation material which guides the student through all necessary steps to be successful in the course.

The course includes a syllabus based on the MCC Instructor Plan template. You can find a copy of the template on SharePoint. An [outline](#) of what should be included in the instructor plan can be found on the MCC website.

3. Instructional Content and Navigation

Course content is aligned with the stated course (and unit) learning objectives.

The content is "chunked" in manageable, well organized segments, and clearly labeled. Navigation throughout the course is logical, consistent, and efficient.

The purpose of instructional content and how it is to be used is clearly explained.

Instructional content presents a variety of perspectives.

Instructional content is appropriately cited and complies with MCC Copyright Policy.

The content is represented in multiple formats, providing students with options for engagement and comprehension. See [UDL Principle of Multiple Means of Representation](#).

Course tools and media foster student engagement with content through active learning.

4. Social Presence and Interaction

Instructor establishes a social presence at the beginning of the course; via an introduction on the discussion board, an introduction email message, or a welcome video announcement.

Learning activities provide opportunities for interaction that support active learning.

The instructor clearly states the plan for instructor response time and feedback on assignments.

The requirements for student interaction are clearly articulated.

The instructor creates a tangible presence throughout the course.

5. Universal Design for Learning and Accessibility

The course content and assignments are designed to be flexible so as to meet the varied needs of diverse learners.

The course contains equivalent alternatives to auditory and visual content; via transcripts, subtitles or closed captioning.

The course design facilitates readability and minimizes distractions.

The course complies with the MCC ADA policy for accessibility.

6. Assessment of Learning

Assessments measure the stated learning objectives and are consistent with course activities and resources.

Assessments are designed to provide students a variety of options for expressing knowledge and skills. See [UDL Principle Multiple Means of Expression and Engagement](#).

Assignment expectations and instructions are thorough and clear.

Students are provided clear directions on where, how (both academically and technically), and when (including date and time) to submit assignments and assessments.

Specific and descriptive criteria are provided for both the evaluation of students' work and participation, and are aligned with the grading policy.

Formative assessment techniques are used, providing students with frequent feedback on their learning.

Based with permission on the Online Course Design Guidelines from the University of Toronto and the Online Course Guidelines from the University of Vermont.

Appendix I – Additional Approved Instructors Form

[Click this link to view the Additional Approved Instructors Form](#)

Form is shown on the next page.

Additional Approved Instructors Addendum

Introduction to this Addendum

If you are using a previously approved course shell from another instructor, please complete the top portion of this addendum, digitally sign it, and then submit the form (using the **Email Form** button or by emailing this form as an attachment to online@mclennan.edu).

Introduction

Your Name:

Department:

Course Name:

Course ID (ex. ENGL 1301):

Name of instructor from which you are using an approved course shell:

Dept/Prog/Div Chair Name:

Dean Name:

I have permission from the instructor of the approved course shell to use their course shell.

Instructor Signature

Date:

Signature

Email Form

Signature of Instructor Authorizing Use of Course

Date:

Signature

Email Form

Center for Teaching and Learning Staff Signature

Date:

Signature