TEXAS ★ STATE ®
DISTANCE AND EXTENDED LEARNING

Faculty Development for Online Teaching

Academic Affairs PPS 4.05: Maintenance and Improvement of Quality in Teaching establishes that the university must ensure that the highest quality of teaching is met. The university does so by:

(1) Awarding faculty who demonstrate excellence in education,
(2) Evaluating teaching, and
(3) Providing training for faculty to improve faculty pedagogy.

This policy requires that distance education faculty complete:

(1) A professional development program approved by the Distance and Extended Learning Steering Committee *prior to* teaching at a distance, and
(2) A self-assessment of assigned distance courses every three years using the University's Best Practices Checklist rubric.

Instructors with prior training, extensive experience teaching online, and other qualifications may submit alternative documentation to meet the first requirement.

Instructor Information

Name:

Title:

Department:

College:

Email address:

Academic degree:

What courses are you currently/interested in teaching online?

Documentation of Faculty Development for Online Instruction

Professional Development Background, Online Teaching, Education, and Training

Which training activities and continuing education have you completed in order to develop and teach the online or hybrid course?
Select all that apply:

Date Completed

☐ ITS Foundations of Online Course Design and Development* _____

☐ ITS Advanced Online Course Design and Development* _____

☐ ITS Guidance for Online Learning Design (GOLD) Program* _____

☐ ITS Creating and Teaching an Online Course* _____

☐ Quality Matters (QM) Designing Your Online/Blended Course or Improving Your Online Course*

Other QM course(s)

    If so, which one(s)? _____

☐ Sloan-C/Online Learning Consortium (OLC) Online or Advanced Teaching Certificate* _____

If you have completed any one of the above training options, please STOP HERE and e-mail this form and documentation of training to distanceed@txstate.edu.

*If you have **not** completed one of the above approved training options (*), please continue and submit your Alternative Documentation.*

Date Completed

☐ ITS Technology Integration Workshop _____

☐ ITS Online Program Development Support _____

☐ TRACS Workshops, either online or face-to-face

    If so, which one(s)? _____

☐ TRACS Training Documents and/or Videos _____

☐ Intellectual Property and Copyright Workshop _____

☐ Other OLC training

    If so, what training?

☐ Certification for online teaching:

☐ Other (Please explain):

    i.e. Academic course work or certification for online teaching.

Alternative Documentation

The alternative documentation package will be evaluated by an instructional designer and distance learning administrator. Once the review process is complete, the instructor *may* be provided with a waiver of Texas State's requirement for a professional development program.

Online Teaching Experience

Please list the online/hybrid courses you have or will be responsible for teaching at Texas State or at other institutions. Please also list any courses you have developed or designed for online delivery (but did not teach).

Institution	Course Title	Course Level	Delivery Mode (See below for descriptors)	LMS Utilized (See below for descriptors)	Material Source (See below for descriptors)	Number of Students	Semester(s) and/or Year(s) (only list courses taught within the last 5 years)

Delivery Modes
100% = 100% online with no face-to-face interaction
85% = Online with face-to-face meetings taking no more than 15% of course time
49% = Hybrid with face-to-face meetings taking no more than 49% of course time
14% = Face-to-face supplemented with a learning or course management system (LMS)

Learning Management Systems (LMS)

Blackboard
WebCT
Desire2Learn
Moodle
TRACS

An implementation of Sakai at another institution
Coursera
Canvas
Angel
Other (Please describe)

Material Source
Existing = Existing content and a course design primarily developed by others
Original = Original material and a course design that I developed on my own
ID Support = Original material and a course design that I developed with the support of an instructional designer

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If you cannot list any previous online teaching or course design experience, PLEASE STOP HERE.
Refer to the approved options for faculty development, and schedule training.

Section 1: Introductory Course Materials

The submitted course samples and answers to the questions below will be used to assess your pedagogical approach to online teaching and will be assessed utilizing the Best Practices Checklist.

Course Samples

As part of your application, please submit the following sample items. Utilize the Best Practices Checklist, Sections 1-6, in determining what sample items to include in order to demonstrate that your courses meet the criteria set forth in the Checklist. You may provide images or hard-copy print outs of web pages or provide your application reviewers access to the selected course.

1. Syllabus of an online/hybrid course you have taught.

2. Examples of online course work developed by yourself that demonstrate best practices in online teaching and learning.

Introduction and Overview of Course Materials

1. Describe the methods you use to introduce yourself and build rapport with students in your online/hybrid course.

2. Describe the methods you use to encourage rapport-building between students.

Section 2: Course Content

Course Content

How do you decide that your online/hybrid course is complete and coherent with regard to the following?

1. Academic Standards

2. Lesson Objectives

3. Learning Outcomes

4. Currency of content

5. Offering a variety of perspectives

6. Equivalency of work to face-to-face courses

Section 3: Learner Activities

1. What steps do you take to ensure that lessons, activities, and assessments are clearly aligned throughout your online/hybrid course?

2. How do you promote active learning in your online/hybrid course?

3. Describe the ways in which you assess student learning in an online/hybrid course:

4. How do you develop and implement assessment criteria for course assignments?

Section 4: Communication and Interaction

1. How do you ensure timely and sufficient interaction between you and students in your online/hybrid course?

2. Describe the methods you use to interact with students in online courses. Include any specific digital tools you employ to help with the interaction.

3. How does your use of communication and interaction strategies in online courses enhance student-to-student engagement and learning?

4. Please make an estimate of how much time you spend on a weekly basis attending to the management and facilitation of your online courses.

Section 5: Course Technologies

1. Please mark the technology(ies) you have used in your online/hybrid courses (check all that apply):

☐	Announcements	☐	Assignments
☐	Audio, including podcasts	☐	Blogs
☐	Chat	☐	Dropbox
☐	Email	☐	ePortfolio
☐	Forum	☐	Gradebook
☐	Learning Modules/Lessons	☐	Polls
☐	Quiz/Assessment	☐	RSS feeds
☐	Site statistics	☐	Video
☐	Wikis	☐	Other:

2. What technologies have been most effective in supporting your online/hybrid course?

Section 6: Accessibility and Copyright

Please read the statements below and check the box to acknowledge that you understand and comply with university policy related to disabilities and fair use of copyrighted works.

☐ I ensure that all aspects of my online/hybrid course allow for a reasonable accommodation to be made for a student with a verifiable disability.

☐ I ensure that my online/hybrid course materials meet the "fair use" copyright standard and/or comply with the Teach Act, as exhibited by the use of proper citations for all media and references (i.e., photos, videos, excerpts from texts, etc.).

Conclusion and Signature

Please share additional information that may assist in the review of these materials:

The information above is truthful and accurate.

_____

Faculty Member Signature   Date