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Southeastern Louisiana University  
*Standards for Quality Distance Education*

***DISTANCE EDUCATION:***  
**Definition and Principles**



Southeastern Louisiana University

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Southeastern Louisiana University  
2003



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# Purpose Statement

Distance education is defined as a formal teaching/learning process employing a wide range of technologies including satellite, web-based, synchronously and asynchronously delivered multimedia in which any instruction occurs when there is physical and/or time separation of the faculty member and some of the students. Distance education requires special techniques of course design, instructional techniques, and methods of communication by electronic and other technology, as well as special organization and administrative arrangements.

Southeastern Louisiana University recognizes the advantages of providing learning opportunities to students that are not restricted by time, place, or method of delivery. At the same time, the University recognizes that new approaches to instruction must meet the same high quality standards that exist for traditional classroom-bound education. In an effort to meet and ensure that these same standards exist in distance education at the University, the purpose of this document is two-fold:

- ◆ To communicate quality standards for the delivery and assessment of distance education at Southeastern Louisiana University, and
- ◆ To provide an on-campus faculty guide for developing and implementing distance education.

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# Curriculum and Instruction

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❖ **1. Southeastern's distance education courses provide for timely and appropriate interaction between students and faculty, and among students.**

Southeastern meets the diverse needs of students and insures active learning in distance education coursework by incorporating course experiences such as:

- ◆ cooperative learning activities,
- ◆ field experiences,
- ◆ rapid performance feedback,
- ◆ ready access to learning resources,
- ◆ public debates,
- ◆ multiple and diverse methods for content delivery,
- ◆ direct, vicarious, and virtual experiences,
- ◆ activities requiring analysis, synthesis, and evaluation with application to real-life situations,
- ◆ threaded discussions,
- ◆ interactive chat rooms,
- ◆ "biography" web pages, and more.

Communicating high expectations explicitly and efficiently keeps students on-task and involved. Experienced distance education instructors report regular (often daily) connections with students using a variety of interactive modes. Student-instructor interaction may unfold synchronously (in real time), during face-to-face meetings, telephone conferences, video conferencing, and on-line chat rooms; or asynchronously (across temporal distance), with regular mail, taped audio-video broadcasts, e-mail, and the WWW.

All students are expected to participate regularly, and multiple means of student-instructor interaction and student-student interaction are endorsed. This can include instructors requiring and monitoring students' regular participation, scheduling regular group meeting times, and encouraging students to: post messages to one another about the coursework, attach documents to email messages, visit peer web-sites, and participate in on-going listserv groups and synchronous chat rooms. Increased interaction among students and between students and the instructor promotes involvement leading to discovery, student-driven episodes, and student-defined questions.

While interaction in distance education is described as more timely and more highly engaging for student and teacher, it is also more time consuming for each. Other issues reported include:

- ◆ additional and often substantial mail, telephone, and media costs;
- ◆ the difficulty of organizing synchronous interaction among groups;
- ◆ the ongoing logistics of crossing spatial and temporal distances;
- ◆ verifying student-user identity; and monitoring participation.

❖ **2. Southeastern's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of courses and programs and the quality of instruction.**

Virtually any discipline area can adapt traditional courses for delivery via distance education. Numerous examples exist in areas such as business, nursing, education, the fine arts, humanities, natural sciences, and engineering. Courses that include field practice, internship and clinical experiences, thesis preparations, and laboratories can be augmented by distance education (see the resources available through the Center for Faculty Excellence's web page at <http://www.selu.edu/center>.)

However, Southeastern faculty realize that the decision to use distance learning must be made on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery mechanism. The exciting and rewarding part of designing and implementing distance education for instructors, as content experts, is the opportunity to see their discipline from new perspectives and to revitalize their teaching methodology.

### **Classifying Courses as Distance Education**

Board of Regents policy requires that all courses in which 50% or more of the class meetings are replaced by distance education be identified as such. In addition, Southeastern charges a distance education fee for all courses classified as distance education. These courses are placed in the semester schedules according to the designations in Section 16 of this document. It is important to note that should circumstances prevent the delivery of a distance education course after it has been placed in the schedule, the course must be cancelled; it is not possible to simply change the format to a non-distance education course.

Often courses utilize distance education technology but are not classified as distance education:

- ◆ *A course which replaces less than 50% of its class meeting by distance education* – The syllabus for the course (distributed at the beginning of the semester) should designate which face-to-face class meetings are to be replaced by distance education and such courses should be reviewed and approved in advance by the

departmental head.

- ◆ *A course which uses distance education technology as an enhancement to face-to-face meetings* – Such courses may use techniques such as e-mail, web-based learning, Blackboard, etc., as pedagogically-appropriate tools to supplement instruction. The expectations for student use should be clearly outlined in the course syllabus.

In all circumstances, distance education use should be appropriate for the content and the level of students being taught. The quality standards for designing and delivering distance education given in this document apply to all classes which incorporate these instructional techniques.

In cases in which a faculty member must be absent from class and decides to use distance education technology to replace the face-to-face meeting, it is the policy of the University that the faculty member must file an absence form with the department head, explaining the reason for the absence and how the lost time will be made up (this is the same policy required for any absence from assigned classes). Distance education should never be substituted for a planned class meeting unless the faculty member is confident that students will have access to the technology and can reasonably be successful in meeting the class expectations.

### **Procedure for scheduling distance education courses**

Just as with traditional courses, proposals for the development and delivery of distance education courses are evaluated and approved at the departmental level, and department heads play a significant role in guiding the development and implementation of distance education courses. Departments should evaluate the distance education course proposal for appropriateness and only those proposals demonstrating suitable content and sufficient rigor should be approved. The proposal should include the following:

- A. Justification for the proposed distance education course
- B. A full syllabus (in the same format as syllabi for a traditional course) outlining the topics that will be covered in the course and how contact hours will be addressed
- C. Delivery mechanisms (e.g., Blackboard, compressed video, etc.) and whether adequate access to technology and resources needed to deliver the course is available, or a statement outlining how this will be resolved prior to the beginning of the course
- D. Assessment methods (including pre-assessment of student capability to succeed in the distance education course) and how those methods will be implemented (e.g., papers submitted via e-mail, tests given on-line, etc.)
- E. Interaction methods
- F. Source of course materials (e.g., created, textbook publisher, etc.)
- G. Instructor expertise (see item #7, page 8, for a list of recommended requisite skills instructors should possess prior to engaging in distance education courses)
- H. Proposed class size with rationale

To encourage high quality course offerings, proposals for new distance education courses and distance education courses with a change in course delivery and/or instructor must be

approved in the semester prior to the semester of course delivery, to allow for sufficient instructor training and course development.

Once the course has met approval by the department, it should then be submitted to the Division of Continuing Education prior to inclusion in the class schedules via a Distance Education Notification form (see Appendix A), located on-line at

<http://www3.selu.edu/ContEd/elnotification/notification.htm> .

Submission of the signed Distance Education Notification form to the Division of Continuing Education should occur before departmental semester scheduling deadlines, typically the last week of February for Summer and Fall course delivery, and the first week in October for Spring course delivery. (*Reminder: Notification must be filed for any new distance education course and distance education courses with a change in course delivery and/ or instructor*).

Notification forms for distance education courses failing to meet this deadline may only be offered by special permission of the Provost.

When the course has been submitted to Continuing Education, it is imperative that the instructor complete the Distance Education Course Fact Sheet form giving basic information about the course requirements. Distance Education Course Fact Sheets are posted by Continuing Education as web pages for each distance education course based upon the information submitted by the instructor on the instructor input form available online at: <https://www3.selu.edu/ContEd/dlcourses>. Instructors should clearly state the course requirements as well as the minimum requirements for hardware and software. Further information on the course such as a syllabus or other web page created by the instructor can be linked to the Fact Sheet web page.

Both the submission of the Distance Education Notification Form and the submission of the Course Fact Sheet information are important steps essential to documenting quality control over distance education delivery and adequate assessment of student prerequisite skills for success in distance education.

### **Calendar for getting approved distance education courses into the course schedule**

#### *Summer and Fall semester deadlines*

Notification Form to Continuing Education .....	before last week of February
Deadline to submit course schedules .....	last week of February
Course Fact Sheet must be completed by the Instructor .....	last week of February – first week in March
Course Schedule Bulletin is printed and goes on-line.....	approximately March 15
Early Registration starts.....	3 <sup>rd</sup> week of March

#### *Spring semester deadlines*

Notification Form to Continuing Education .....	before 1 <sup>st</sup> week in October
Deadline to submit course schedules .....	first week in October
Course Fact Sheet must be completed by the Instructor .....	first and second week of October
Course Schedule Bulletin is printed and goes on-line.....	approximately November 1
Early Registration starts.....	2 <sup>nd</sup> week of November

### **Documentation of contact hours in distance education courses**

The Louisiana university governing boards maintain strict guidelines on the number of contact hours that must be held in order for students to receive course credit. The number of contact hours for traditional courses, meeting face-to-face with an instructor, is defined by the number of hours spent in classroom, typically forty-five 50-minute periods (2250 minutes total) for a three credit-hour course. Internships, clinical experiences, and other similar courses also have specified numbers of hours that must be completed and documented.

Contact hours in compressed video courses or satellite courses, where student-instructor meetings are in a synchronous mode, may be recorded in the same manner as for traditional classes. However, asynchronous learning, such as Internet courses, is more difficult to monitor and maintain contact hours. For this reason, the definition of contact hours in asynchronous learning environments has a different meaning.

The following guidelines will be used at Southeastern Louisiana University to define and document time spent learning in asynchronous learning environments:

1. The course syllabus should clearly document that the course covers the same amount of material that would normally be expected if the class were a traditional classroom-based course. Clear documentation includes the course objectives covered, the course outline of topics covered, and the stated expectations for readings, projects, and other assignments. It is also expected that department heads and deans will review such syllabi and provide feedback to the faculty on the appropriate scope and breadth of the course.
  2. In addition, when planning and developing a distance education course, instructors should estimate the time a typical student will take accessing and working with primary learning materials. This should be equivalent to the number of contact hours normally expected in traditional formats, and should be documented in course planning materials. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the expectation for contact hours.
  3. Each instructor must keep an “attendance record” for each class. Attendance in an asynchronous online learning environment must be defined in the syllabus and may be numerically measured by logins (generally available as a course statistics option in most courseware), participation in regularly scheduled online discussions, chat sessions, or by timely submission of assignments.
- ❖ **3. Southeastern’s academic departments ensure that the technology used is appropriate to the nature and objectives of the courses and programs.**

Academic departments evaluate distance education course and program proposals for:

- ◆ appropriateness within the degree program or as a stand-alone service course
- ◆ suitable course content and sufficient rigor
- ◆ appropriate use of technology in course delivery

As outlined in item #2, page 3, only those proposals meeting these criteria are approved.

Proven delivery models for distance education are in place at Southeastern, and include the following:

### **Asynchronous distance learning**

In asynchronous distance learning environments, student and instructor interactions are separated by time. Southeastern provides mechanisms for:

- ◆ networking environments that offer interactive course materials with hot buttons and links to resources;
- ◆ simulations and multimedia using video clips, animation, audio and graphics files;
- ◆ homework and quizzes that provide immediate question-response validation; and
- ◆ class outlines, due dates, grades, and other text-based resources.

Access to teaching assistants and to faculty occurs through e-mail and through bulletin boards. Access to other students can also take place by e-mail or through use of chat rooms.

### **Synchronous learning environments**

In synchronous learning environments, instructors and students meet in real-time encounters and are separated by space. Synchronous learning environments include satellite delivery and compressed video, and the best synchronous environments include ample opportunities for two-way communication between instructors and students. Synchronous instruction should include asynchronous activity as well, so that learning, reflection, problem solving, and communication occurs beyond the class meeting time. Web sites, text materials, e-mail, bulletin boards, chat rooms, etc., supplement class time learning.

## **❖ 4. Southeastern ensures the currency of materials, programs and courses.**

As previously outlined in item #2, page 3, academic departments will review distance education course and program proposals for currency of materials. Innovations in technology and divergent teaching methods are changing rapidly, and academic departments are responsible for ensuring that class content in distance education courses and programs remain up to date. Designers of distance education courses at Southeastern are encouraged to explore creative ideas for best practice through research, communicating with colleagues, and contacting textbook publishers. Many companies now produce “packages” containing textbooks, study guides, software on disk or CD-ROM, and customized folios of readings and journal articles.

Southeastern recognizes the structure of distance education is different from traditional courses, and can include:

- ◆ Moving from linear outlines and teacher-centered instruction to diverse methodologies and student-centered instruction, utilizing activities and resources that promote critical thinking and problem solving.
- ◆ Instructional strategies designed to guide students through content material, allowing opportunity for student interaction, critical thinking, and exposure to several sources of information. Examples include: Internet materials, e-mail exchange, videos, video conferencing, face-to-face meetings, portfolios, case studies, scenarios, etc.

Commercial materials needed for distance instruction are handled through the Southeastern Bookstore. Instructors communicate their needs to Bookstore personnel in the same manner as for traditional courses. At the beginning of a distance education course, instructors clearly communicate what materials will be required to students. Students can then contact the Bookstore to order needed books and materials. The costs can be charged to a credit card, and a nominal shipping fee will be included. In any course, supplementary materials can always be made available in printed or electronic form.

The library system is also an integral part of distance education. Electronic reserves, inter-library loans, and on-line databases can be accessed electronically. Instructors provide students with directions on how to access library materials such as books, periodicals, journal articles, etc.

❖ **5. Southeastern's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media product.**

Southeastern follows the guidelines outlined by the University of Louisiana System with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property. The University of Louisiana System Board Rules, including the intellectual property policy can be found by clicking on Board Rules at: <http://www.uls.state.la.us/>.

Southeastern provides faculty compensation for distance education courses in the same manner as for teaching traditional courses. Any exceptions are reviewed on a case-by-case basis, as per current procedure, and additional release time or compensation must be approved by the department head, the dean, and the provost. Southeastern's policy regarding teaching workloads are contained in Southeastern's Faculty Handbook, located at: <http://www.selu.edu/Academics/Provost/FacHandbk/>.

Southeastern's copyright policy is located at <http://www.selu.edu/copyright/slucopyright.htm> and faculty must keep in mind copyright,

trademark and licensing issues when designing distance education courses. Examples include the use of copyrighted photographs, graphics, text selections, audio clips from a song, or video clips from a movie. As Southeastern's policy states, the usual permissions must be acquired and documented by the faculty member. When in doubt about copyright ownership, it is preferable to be overly cautious. If copyright permission cannot be obtained or if ownership is questionable, faculty should substitute other resources where copyright permission is clear and obtainable, or substitute resources that are in the public domain.

## ❖ **6. Southeastern provides appropriate faculty support services specifically related to distance education.**

Southeastern provides support for faculty involved in distance education in the following ways:

- ◆ If needed, priority consideration in new technology purchases and updates at the departmental or college level.
- ◆ Priority technical support in the design and maintenance of delivery systems, as provided by the Office of Technology.
- ◆ Sufficient non-salary grants and funding to support faculty development efforts are available through the Center for Faculty Excellence.
- ◆ As provided by the Center for Faculty Excellence, ongoing leadership support, evidenced by regular faculty training seminars (see item #7, page 8) a strong support staff dedicated to faculty distance learning concerns, and development of user-friendly templates for designing course materials that optimize the full range of university resources.
- ◆ As needed, other forms of support provided by the academic department and the Dean (e.g., release time for course development).
- ◆ The coordination of schedules, proctors and troubleshooting (as needed) by the Division of Continuing Education.

## ❖ 7. Southeastern provides appropriate training for faculty who teach in distance education.

In order to develop high quality distance education courses and programs, faculty must have sufficient time to develop the course and to receive training in the technology used to deliver the course. As outlined in the proposal process (item #2, page 3), course development begins no later than the semester immediately preceding the semester in which the course will be delivered.

Technological support for faculty includes on-going orientation and training programs available through the Center for Faculty Excellence, and one-on-one technological assistance, available for faculty through student-trained technicians available during lab hours on campus.

All faculty involved in distance education courses must be proficient in the development and delivery of distance education. Instructors should be familiar with the following topics related to distance education course design and instruction:

1. The Southeastern distance education course development process (including procedures, contact information, timelines, preferred content formats, materials submission protocols, and best practices).
2. Instructional design issues in developing or converting courses including: syllabus concerns; formulating student-centered learning objectives and course outcomes; developing appropriate assignments/activities for distance education environment; varying information/activity presentation to allow for different learning styles; assessment strategies including an early assessment of student capability to succeed; and choosing the best technologies available for course delivery.
3. Understanding distance education students, their needs, and their expectations.
4. Blackboard overview of features offered by the program followed by in-depth Blackboard training for those who choose that environment for delivery.
5. Website organization to ensure user-friendliness. For Blackboard users, this will cover division and folder structures.
6. Communication techniques including e-mail, discussion board, and chat.
7. Creating an on-line community through grouping.
8. Hands-on training in converting existing documents, PowerPoint presentations, etc., into html format for web delivery, if applicable.
9. Descriptions of and instructions on remote access to general and subject-specific library resources available to augment distance education courses.
10. Library services available to distance faculty and distance learners.
11. Overview of current "best practices" regarding fair use of copyrighted materials in distance education delivery.
12. Strategies to help identify and prevent future problems (contingency plans for equipment failure, etc.).
13. Administrative strategies for managing distance education courses.

Faculty teaching on-line courses must be proficient in the following basic computer skills prior to beginning the course:

1. Working knowledge of computer hardware used to teach online courses
2. Computer file management
3. Document preparation
4. E-mail
5. Web browsing

Faculty members utilizing compressed video or television delivery must be proficient in the following areas:

1. Operation of the equipment
2. Video etiquette
3. Presentation techniques
4. Contingency planning for equipment breakdown and problems
5. Class interaction strategies
6. Proctor responsibilities
7. Contact information

It is the responsibility of the academic department to ensure that instructors have the indicated requisite skills necessary to deliver distance education courses. Faculty may become proficient in development and delivery of distance education courses and programs, web delivery and compressed video delivery by successfully completing performance-based training sessions offered each semester by the Center for Faculty Excellence. The training sessions are a combination of group meetings, individual consults, hands-on labs and web-based instruction.

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# Evaluation and Assessment

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❖ **8. Southeastern assesses student capability to succeed in distance education courses and programs and applies this information to admission and recruitment policies and decisions.**

The ability of a student to succeed in a distance education class depends on his or her ability to understand the class structure and technology. Informing students what skills and technology are needed for particular distance education courses allows them the opportunity to do a self-assessment of their capability to succeed in the course. The Division of Continuing Education has taken steps to better disseminate this information via a Distance Education Course Fact Sheet (see Appendix B). Distance Education Course Fact Sheets are created for each distance education course based upon information submitted by the instructor on the instructor input form available on-line at:

<https://www3.selu.edu/ContEd/dlcourses/>. The fact sheets are then posted on the web and placed on file in the academic department, allowing students easy access to the information.

Distance Education Course Fact Sheets contain general information about the class, what specific skills a student should possess, and hardware and software requirements necessary to participate in the course. The fact sheets also provide the instructor's name, email, and phone number so students can contact the instructor with any questions regarding requirements prior to registering for the course. Students are encouraged to review the fact sheet for distance education courses before registering for the course. Registration for the course constitutes the student's acceptance of the requirements necessary to participate in the course.

Second in Southeastern's two-prong approach to ensure student capability to succeed in distance education courses, faculty members assess the student's capability either prior to the start of the course or within the course. Assessment can be accomplished in a number of ways, including discussion of the requirements with the student and/or creating an assignment that requires the student to demonstrate the necessary skills to succeed in the course.

When recruiting and advising students desiring admission to distance education courses, the Office of Records and Registration and the Division of Continuing Education use Distant Education Course Fact Sheets. In addition, distance learning classes are segregated from traditional classes in the class schedule bulletin, and listed according to their delivery format: LPB, satellite, Internet, compressed video or access channel. The class schedule bulletin also indicates the percentage of on-line work required for each class with a "percentage on-line"

number, as reported by the department offering the class. Currently class schedule bulletins are offered in on-line format through Southeastern's LEONet system.

❖ **9. Southeastern evaluates the educational effectiveness of its distance education courses and programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.**

There are two levels to evaluating the success of a distance education course:

**Evaluating the level of student learning**

Evaluating student learning depends on defining specific demonstrable learning outcomes and then assessing students by reference to the outcomes. Learning outcomes should be appropriate to the level of the course and appropriate to the levels of the learners. The delivery system may also impact assessment and should be carefully considered.

**Evaluating satisfaction with the content and delivery of the course experience**

Evaluating the course content and delivery involves getting honest and direct feedback from students on what worked well for them and what needs improvement. While such feedback should always be tempered by the judgment of the teaching professional, such feedback, when constructively considered, can be invaluable in re-thinking course components.

Academic regulations require that students evaluate every University lecture or lab course, including distance education courses. The Office of Institutional Research and Assessment is responsible for developing and coordinating the University's Student Opinion of Teaching Program (SOT). Currently, traditional SOT forms are administered during a scheduled class meeting, or mailed, or a web-based SOT format is used for Internet courses. The web-based SOT contains the following characteristics:

- a) Only students enrolled in the class can complete the form
- b) Students may only complete the form once for each class
- c) Confidentiality is assured
- d) Faculty do not have immediate access to the SOT data, but do receive results as compiled by Institutional Research and Assessment at a later time (just as with traditional courses).

The web-based SOT used for on-line courses is somewhat different in content than the traditional SOT format, and includes an opportunity for students to evaluate technology delivery. It should be noted that SOTs are not administered in some types of distance education classes (e.g., LPB telecourses) and traditional SOT forms are used in others (e.g., compressed video courses). Courses exempt from the standard SOT must be identified by the department head and exemption approved by the Dean of the College offering the course.

In addition to the University's Student Opinion of Teaching instrument, instructors should design assessments for students that incorporate a variety of feedback methods and are appropriate to the task. For example, reading activities involving web-based materials might use self-graded quizzes with links to answers, while large-scale projects might involve submission of electronic journals, progress reports, and collaborative first drafts. Criteria for graded assessments should be clearly communicated. Rapid feedback can often be obtained by using simple communication methods such as phone calls, e-mail, and chat rooms. On-line tests and quizzes can also be used for rapid feedback, although instructors should realize that at the present time secure large-scale testing is not technologically possible. Proctoring of pencil-and-paper examinations is currently available in compressed video courses, and is coordinated through the Division of Continuing Education.

❖ **10. Southeastern ensures the integrity of student work and the credibility of the degrees and credits it awards.**

Integrity of student work in distance education courses should be ensured by using multiple assessment methods, including frequent interaction between the professor and students through electronic means, telephone, or in-person channels. Multiple assessment methods can include participation in discussion boards and chat rooms, on-line group projects, progress reports, peer assessments or other interactive assessment techniques.

Southeastern's Student Handbook Code of Conduct (available on-line at: <http://www.selu.edu/stulife/handbook/codeof.htm>) and Southeastern's General Catalogue also address the question of academic honesty, and is applicable in the distance education environment as well as in traditional classroom environments.

As with traditional courses, departments insure the content of the course is suitable to the degree program (see item #2, page 3, for more details on the process for ensuring the integrity of course content), and that credit for the course is awarded based on the quality of student work.

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# Library and Learning Resources

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❖ **11. Southeastern ensures that students have access to and can effectively use appropriate library resources.**

Sims Memorial Library provides students on-campus and off-campus electronic access to library resources, including:

- ◆ the Library On-line Catalog
- ◆ approximately 90 academic databases and/or indexes to periodicals
- ◆ Library web pages
- ◆ full-text electronic journals and electronic books
- ◆ on-line tutorials and user guides
- ◆ electronic reserves placed by faculty

Sims Memorial Library also offers a one-credit information literacy course in traditional format at the main campus, at one remote site campus, and via the Internet.

The Distance Learning Librarian coordinates services for distance learners and faculty teaching electronically or at remote-site classrooms. Distance education instructors are encouraged to schedule classroom bibliographic instruction, use written remote access instructions with links to Library resources prepared by the Distance Learning Librarian, and to link from class websites to library resources.

Specialized services offered for distance learners include:

- ◆ on-line Interlibrary Loan Request forms with prompt document delivery via mail, fax or e-mail
- ◆ reciprocal borrowing privileges at participating Louisiana academic libraries
- ◆ e-mail reference assistance
- ◆ toll-free telephone number for reference assistance or for assistance with connectivity or access problems to Library resources
- ◆ a second e-mail service specifically established to assist distance learners
- ◆ a virtual reference service

Graduate students may also obtain document delivery for journals not owned by the Library through *Ingenta Uncover*.

❖ **12. Southeastern monitors whether students make appropriate use of learning resources.**

Many undergraduate students at Southeastern are required to take Library Science 102 as a part of their degree program curriculum. The focus of this class is the appropriate use of learning resources, while it encourages students to take full advantage of the learning resources available through Sims Memorial Library.

The Library regularly monitors book and reserve circulation, interlibrary loan requests, instructional sessions, database usage, Library web page access, in person and e-mail reference interactions, and a "gate count." The Library also periodically conducts user surveys to assess the use and adequacy of its resources.

Other surveys, conducted through the Office of Institutional Research and Assessment, also help evaluate student use of learning resources and services. The results of these surveys are available in the Office of Institutional Research and Assessment, and typically show high results of user satisfaction with the learning resources offered at Southeastern.

❖ **13. Southeastern provides laboratories, facilities, and equipment appropriate to the courses or programs.**

Southeastern Louisiana University is committed to providing state-of-the-art technology to students and faculty. Academic departments and Sims Memorial Library allocate funds for the facilities that they operate, and they, along the Office of Technology and the Division of Continuing Education, all work to ensure technology access. Multiple sources of funding are available for technology, scientific equipment, facilities and other learning needs required to offer quality distance education courses and programs at Southeastern.

Southeastern collects a Student Technology Fee from each enrolled student. The goal of the fee is to provide opportunities to increase student access to technology and/or use technology in ways that would benefit student life and/or student scholarship and learning. The Student Technology Fee is used to upgrade computer labs, pay the wages and training of Student Technology Assistants, and fund special projects across campus. A committee of student government leaders and University administrators monitors the use of the fees and reviews and approves the special project proposals. Computer laboratory equipment is typically upgraded every three years, and "retired" hardware is placed in underserved areas for direct use by students. All students, faculty and staff have a University web mail account and may create and post a personal home page on the University server.

An Electronic Course Fee is collected from students enrolled in distance education courses. Money collected from the fee is used to support the infrastructure and services required to maintain distance education at Southeastern.

Academic departments provide basic technology for all faculty. In addition, faculty receive installation, service, maintenance of hardware, and support in the efficient use of the latest software from the Office of Technology. Basic Computing Services staffs a Faculty/Staff Help Desk and telephone line during daytime work hours, from 8:00 AM to 4:30 PM.

Faculty are also encouraged to use the services and facilities of the Center for Faculty Excellence. The Center for Faculty Excellence promotes and facilitates an environment in which teaching and learning are the subject of serious discussions, debates, and inquiry among faculty. Center consultants help faculty assess and incorporate technology in their teaching methods through workshops, seminars and individualized training.

The Center for Faculty Excellence lends equipment to faculty, including laptops, scanners, color printers and digital cameras. They also offer software ranging from basic office applications to graphics and video editing programs, to aid faculty in the creation of course content and development of presentation media.

The Center offers a distance learning certification program designed to enable participating faculty to become proficient in the development and delivery of online courses. Performance-based, sequential workshops offered each semester are comprised of group meetings, individual consults, hands-on labs and Web-based instruction. Topics addressed include Southeastern distance learning policies and procedures; instructional design concerns; library resources and copyright issues (presented in collaboration with the distance learning librarian); student needs and expectations; contingency planning for identifying and preventing future problems; administrative strategies for managing online courses; and multimedia development and course enhancement, all followed by extensive Blackboard training. An additional component is offered for faculty interested in compressed video delivery which covers interactive presentation techniques; operation of equipment; proctor responsibilities; and specific Southeastern policies. In addition to the support offered by the Center, the Division of Continuing Education and Special Activities provides faculty technical support for compressed video classrooms and Student Technology Assistants who proctor in those classrooms.

Training conducted by the Center takes place in a well-appointed training room which is fully-equipped for compressed video training and/or delivery and also features a wireless computer lab for ten concurrent users with appropriate software installed.

The Center also provides funding opportunities to assist faculty in addressing differing needs as university teachers and scholars. Funding is available for research, scholarly, and creative activities as well as innovative teaching, course enhancement and development. Grants available through the Center include: The Center's Innovative Teaching Initiative (CITI), Grants for Teaching Enhancement, Faculty Development Grants, Travel Grants, Mini-Grants, Journal Grants, and the Orr Memorial Research Fund. Policies and procedures for applying for these grants can be found at <http://www.selu.edu/center>.

The Office of Technology reviews all new building projects and renovations and recommends the addition of wiring and data jacks for network connections and additional phone jacks. Classroom technology across campus includes teaching computers with projectors, smart boards, data and phone jacks for laptops, control software, etc.

Classrooms at the Hammond, Baton Rouge and St. Tammany campuses have been equipped to handle e-learning activities. As a member of the Louisiana Board of Regents audiovisual network for research, Southeastern's main campus in Hammond uses compressed video classrooms to connect to other Board of Regents universities and to Southeastern's Baton Rouge and St. Tammany campuses.

Sims Memorial Library offers additional computers for access to Library resources and the Internet, an electronic information literacy classroom, and a wireless laptop classroom for use with the non-credit instructional sessions.

Southeastern students have access to technology in computer labs and electronic classrooms available on campus. Student labs are operated and managed by several different entities, including the Office of Technology, individual academic departments, and Sims Memorial Library. They are physically located on the main campus at Hammond as well as the Baton Rouge Nursing Facility and the St. Tammany Center.

The equipment in these labs includes multi-media super PCs, zip drives, printers, scanners, Read Only and Read/Write CD ROMS, LCD panels and Macs. Computer labs are located in classroom buildings, residence halls, the Student Union, and the Library. Some are "open labs," available to all students and all majors. Some labs are "restricted" labs, closed during scheduled instruction, but open for walk-in use when instruction is not scheduled. Some labs in academic buildings are "closed" and available only to those students enrolled in specific courses or in a specific course of study. "Service labs" are located in all dormitories and in the offices of student organizations. Computers with adaptive equipment and software are available for students in several labs, and in all labs, students print at no charge.

Students may apply for admission to the University, view course schedules, register for classes, apply for financial aid, and pay tuition and fees on-line. A Student Help Desk, operated by Student Productivity Services, is available by telephone at 985-549-5555. The hours of operation are located online at: <http://www.selu.edu/stf/sthdweb.htm> . Student Productivity Services also allows students to check out laptops, external zip drives, digital cameras, LCD projectors, and CD burners. Additional equipment will be added to the list as needed.

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# Student Services

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- ❖ **14. Southeastern provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.**

## Office of Records and Registration

The Office of Records and Registration is responsible for providing information pertinent to registration, assisting with the registration process, production of the schedule bulletin and the course catalogue. Students wishing to participate in the distance education program should follow normal registration procedures. Students do not need to physically come to campus; they may complete the entire registration process via LEONet at <http://www.selu.edu/LEO/LEONET/mainleo.html>. Class schedules and course descriptions are available on the web.

## Controller's Office

The Controller's Office is responsible for the collection of student tuition and fees. Students who are registering for distance education courses may pay for tuition and related fees by cash, check, money order or credit card. The university currently accepts VISA, MasterCard, and the Discover Card.

Checks and money orders can be mailed to Controller's Office, SLU Box 10720, Hammond, LA 70402 or students may pay in person at the Controller's Office using cash, check or money order. Students also may complete fee payment on-line using a credit card at Southeastern's Webpay. Instructions for accessing and using Southeastern's Webpay are located at: [http://www.selu.edu/Administration/Depts/Controller/web\\_pay.htm](http://www.selu.edu/Administration/Depts/Controller/web_pay.htm) . Currently, credit card payments are accepted via the web two weeks prior to the start of any semester and the first week of classes. Receipts will be provided to the student only upon written request with an enclosed stamped, self-addressed envelope.

Students or faculty having questions about payment for distance learning education should contact the Controller's Office at 985-549-2068. More information on fee payment and deadlines can be found on the Controller's website at: <http://www.selu.edu/Administration/Depts/Controller/> .

## Office of Admissions and Financial Aid

The Office of Admissions and Financial Aid is responsible for admissions, recruiting and financial aid. Students who wish to register for distance education courses offered by

Southeastern should follow the usual procedures for being admitted to the University. Students can apply for admission to the University without coming to campus, by completing Southeastern's web-based admissions application. Students can access the application for undergraduate admission at:

[https://www.selu.edu/Form\\_processor/Forms/enroll/adm\\_app.htm](https://www.selu.edu/Form_processor/Forms/enroll/adm_app.htm) .

Students may access the application for graduate admission at

[https://www.selu.edu/enroll/grad\\_app.htm](https://www.selu.edu/enroll/grad_app.htm) .

Instructions concerning the remittance of application fees and the requirement for immunization information are included in the applications. The immunization form itself is available on-line, allowing applicants to print, complete, and mail the form. Admissions information (graduate, undergraduate, early admission, international, etc.) is also on the web (<http://www.selu.edu/ProspectiveStudents.html>) and includes links to lists of degree programs offered at Southeastern.

Financial aid criteria and qualifications are the same for students in distance education as they are for on-campus or traditional courses. In order to qualify for financial aid, students should be enrolled at Southeastern in a degree-seeking program and earning credit towards the degree. Students who are taking non-credit courses and students who are not in a degree program are not eligible for financial aid. The criteria and qualifications for receiving aid are the same as for on-campus or traditional courses. The Office of Financial Aid's web page (<http://www.selu.edu/enroll/aid>) contains general information on financial aid that students can easily access. Students needing additional information can contact the Office of Admissions and Financial Aid toll free at 800-222-SELU.

### **Division of Continuing Education**

The Division of Continuing Education is responsible for scheduling and facility coordination with the academic areas and the Office of Technology for credit and non-credit courses or programs offered using technology, whether on-line, site specific, or a combination. The Division of Continuing Education provides a liaison between faculty, students and other areas of the University in providing support for distance education. Under certain circumstances, the Division may be involved in various areas of enrollment to include application, registration and fee payment.

The Board of Regents must approve any course offering 50% or more of its content using distance education technology in the semester preceding the actual offering. The Division of Continuing Education handles approval requests and reporting to the Board of Regents. Faculty having questions should contact the Division of Continuing Education at 985-549-2301 or 1-800-256-2771, or by email at [ced@selu.edu](mailto:ced@selu.edu) . More information can also be obtained at: <http://www.selu.edu/Academics/ContEd/> .

### **Office of Technology**

The Office of Technology is responsible for coordinating the technological aspects of delivery. Office of Technology staff support the network, the equipment, and the lines, and are responsible for solving technological problems, regardless of system and location.

## Division of Student Affairs

The Division of Student Affairs offers a range of services that contribute to the support and enhancement of student life. This includes making certain that policies regarding students are inclusive of the distance education environment.

All students at Southeastern, including distance education students, are subject to the general rules of student conduct adopted by the University (e.g., academic honesty) and promulgated in the Student Handbook, located on-line at <http://www.selu.edu/stulife/handbook/> .

Questions about such policies and their implications for distance education may be directed to the Division of Student Affairs and/or the Vice-President of Student Affairs at 985-549-5250. Further information can also be obtained at: <http://www.selu.edu/StudentAffairs/> .

Students needing adaptations to normal instruction must self-identify and provide current documentation to the Office of Disability Services, as outlined in the Student Handbook (<http://www.selu.edu/stulife/handbook/ada.htm> ) and Southeastern's General Catalogue. Upon consultation with University personnel and the presentation of documentation verifying the disability, students will work with the Office of Disability Services to negotiate needed accommodations in instruction and assessment. For more information contact the Office of Disability Services at 985-549-2247 or at: [http://www.selu.edu/StudentAffairs/DeanofStudents/Disability\\_serv/](http://www.selu.edu/StudentAffairs/DeanofStudents/Disability_serv/) .

## Bookstore

The Bookstore is responsible for coordinating the ordering and sale of all commercial materials needed for distance instruction, including textbooks, supplementary books, study guides, course-related supplies, and course-related software. Instructors should communicate their needs to the Bookstore in the same manner as for a traditional course. Students may then contact the Bookstore and order the needed books and materials or place their order on-line at:

<http://shop.efollett.com/htmlroot/storehome/southeasternlouisianauniversity190.html> .

The costs can be charged to a credit card, and a nominal shipping fee will be included. For more information, contact the Bookstore at 985-549-5393.

## Office of Institutional Research and Assessment

The Office of Institutional Research and Assessment is responsible for developing and coordinating the University's Student Opinion of Teaching Program (SOT). Because the administration of the standard SOT instrument is not always appropriate for all distance education courses, a web-based SOT instrument is also available. The web-based SOT is somewhat different in content than the traditional SOT format, and includes an opportunity for students to evaluate technology delivery. Some distance education courses administer the SOT survey in the classroom, others mail the SOT survey to students or have students access the on-line version. It should be noted that SOTs are not administered in some types of distance education classes (e.g., LPB telecourses). Courses exempt from the standard SOT must be identified by the department head and exemption approved by the Dean of the College offering the course.

## ❖ 15. Southeastern provides adequate means for resolving student complaints.

The resolution process for resolving student complaints at Southeastern is dependent upon the type of issue being addressed, and applies to students enrolled in distance education courses as well as students enrolled in traditional courses. Southeastern's Student Handbook (located on-line at: <http://www.selu.edu/stulife/handbook/>), as well as Southeastern's General Catalogue, outlines the process for resolving particular issues, and students may contact the Division of Student Affairs at 985-549-2212 with any questions.

Students experiencing problems with technology have several outlets for resolution, depending on the type of problem encountered. Students should contact their instructor with complaints about the technology employed in the course, and may contact the department and then the Dean if needed. Students experiencing difficulties using technology may go to any of several computer labs located on the main campus (including a 24-hour lab located in the Fayard Hall, Room 129) as well as at off-campus sites. Trained student workers who may be able to help them resolve the difficulty staff the computer labs. Southeastern's Student Help Desk is also available to students by telephone at 985-549-5555.

Students with academic problems should first contact the instructor. If needed, the student can contact the department head, and then the Dean if the problem still is not resolved. Students wishing to appeal a grade are given specific directions in the General Catalogue:

“The written appeal of a grade must be submitted within 45 calendar days of grade reports. After a grade is recorded in the Records and Registration Office, a change of grade should be approved in sequence by the instructor, the instructor's department head, and the academic dean of the college in which the course is offered. The Change of Grade form is available to the instructor in the Records and Registration Office.

If the appeal is not resolved with the instructor, the student may then submit a written statement of the problem to the department head, with a copy to the instructor. If the appeal is not resolved with the department head, the student may then appeal to the department's academic dean by submitting a written request and copies of materials that had been considered. The dean's decision is final.”

Southeastern's General Catalogue also informs students of their rights under the Family Educational Rights and Privacy Act, and the process for resolving a complaint should an issue arise.

❖ **16. Southeastern provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.**

The University, the department offering the courses, and the faculty members teaching the courses provide mechanisms for communicating expectations and assessing student capability for success in distance education. This is accomplished in numerous ways:

- ◆ In all University communication, marketing, and recruiting efforts regarding specific distance education opportunities, the expectation for student capability is described globally in the Distance Education Course Fact Sheet. For example, the Course Fact Sheet for a compressed video course may indicate that a home computer with Internet access is desirable, while an Internet course may specify that the student should have a home computer and should know how to send e-mail, access the WWW, and use a word processor.
- ◆ The University class schedule bulletin indicates what courses are being offered via distance education and what the mechanisms for delivery are (Internet, compressed video, or telecourse). Alpha characters attached to the section number of distance education courses also indicate information about the course. Internet courses are designated as:
  - “I” - courses taught partially on campus in a classroom and 50% or more (but less than 100%) by Internet and
  - “XI” - courses taught partially in an off-campus classroom and 50% or more (but less than 100%) by Internet;
  - “NI” - courses taught 100% Internet.

Compressed video courses are designated as:

- “C” - a compressed video course taught on campus, while
- “XC” - a compressed video class taught off campus.

And finally telecourses, designated as:

- “PB” - courses taught through the Louisiana Public Broadcasting system.

- ◆ In special cases, some distance education courses offered require the permission of the instructor or the department for registration. These are noted in the schedule bulletin, and registration for these courses proceed as for any other course that requires prior approval.
- ◆ Lastly, the key to promoting success for any learner is appropriate orientation to the expectations and responsibilities in a distance-learning environment. Instructors in distance learning courses communicate expectations and requirements in depth, ensuring that students who are enrolled have the minimum capabilities required for success.

❖ **17. Southeastern ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in distance education courses , and provides aid to students who are experiencing difficulty using the required technology.**

As outlined in item #8, page 10, Southeastern employs a two-pronged approach to ensure that students enrolled in distance education courses possess the knowledge and equipment necessary to be successful in the course. Students are encouraged to read the Distance Education Course Fact Sheet, available on-line and in the departmental office before enrolling in a distance education class. Students indicate their agreement to the requirements outlined in the Distance Education Course Fact Sheet by enrolling in the distance education course.

Either prior to or at the beginning of the course, instructors of distance education courses assess student capability to succeed in the course by communicating with the student and/or designing an assignment that requires the student to demonstrate they have the necessary knowledge and equipment to be successful in the course. Some options being utilized for this process include:

- ◆ additional published information on course requirements or URL link to information in the course bulletin
- ◆ registration holds for the course, with the instructor determining criteria for releasing the hold
- ◆ a personal letter containing information about the course mailed via the U.S. Postal service to the student's address of record
- ◆ completion of a technology tutorial
- ◆ completion of a technology skills test

If during the assessment process an instructor determines that a student does not have the minimum capability to succeed in the course, the instructor may elect to drop the student or inform the student to drop the course. The instructor should keep documentation of the assessment process and communication with students who do not possess the necessary knowledge and/or equipment to be successful in the course.

Students and instructors need to examine and be familiar with all of Southeastern's current computing policies. The policy statements *Responsible Computing at Southeastern Louisiana University: General Policies for All Computer Users*, located at <http://www.selu.edu/Policies/responsible.htm> , *World Wide Web Policy* located at: <http://www.selu.edu/Policies/webpolicy.html> , and *Use of E-mail for Official Correspondence with Students* located at: <http://www.selu.edu/Academics/Provost/emailuse.pdf> , have implications for distance education design, delivery, communication, and the use of Southeastern's computer resources. Instructors should make all students aware that when they use Southeastern's computing equipment or networks, they are subject to the University's jurisdiction if misuse occurs, as well as state and federal jurisdiction and laws in some cases.

Students who experience difficulties using technology may call the instructor or Southeastern's Student Help Desk at 985-549-5555. Students may find more helpful information (including what to do when a password is lost or forgotten) on the Student Help Desk website at: <http://www.selu.edu/stf/sthdweb.htm> . The Student Help Desk website also provides the hours of operation for the Student Help Desk.

Students experiencing difficulties using technology may also go to any of the computer labs located on campus and at off-campus sites, where trained student workers are available and may be able to assist the student in resolving the difficulty they are experiencing. Lab locations ([http://www3.selu.edu/sps/campus\\_map.htm](http://www3.selu.edu/sps/campus_map.htm)) and lab hours ([http://www3.selu.edu/sps/lab\\_hours.htm](http://www3.selu.edu/sps/lab_hours.htm)) are available on-line. In addition, Student Productivity Services provides laptops and other equipment for students to checkout if needed. Students can access the Student Productivity Center on-line at: <http://www3.selu.edu/sps/> or call them at 985-549-2165.

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## Facilities and Finances

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### ❖ **18. Southeastern possesses the equipment and technical expertise required for distance education.**

Southeastern has developed its technological and technical support infrastructure to ensure availability of state-of-the-art technology and resources for effective and efficient delivery of distance education courses. Academic departments, the Division of Continuing Education, the Center for Faculty Excellence, Sims Memorial Library and the Office of Technology all work to ensure technology access for faculty and students. To these ends, Southeastern has:

- ◆ Established the Office of Technology headed by an Assistant Vice President that reports to the Provost.
- ◆ Established the Center for Faculty Excellence, headed by a Director who reports to the Provost.
- ◆ Completely equipped nine compressed video rooms.
- ◆ Established the Southeastern Channel, a cable access channel. The channel builds on Southeastern's relationship with Louisiana Public Broadcasting, which airs programming related to a number of Southeastern's distance education courses.
- ◆ Begun development of a dish farm for academic and access channel use. The dish farm, along with the access channel, will centralize all downlinks in one location.
- ◆ Developed policies and procedures for the Student Technology Fee that permit revenues to fund needed projects in all areas of the University. This process encourages inventive thinking about the uses of technology through the submission of competitive Requests for Proposals. The Student Technology Fee committee reviews all submissions and allocates awards based on established and published criteria that emphasize student benefit. All academic and support areas are encouraged to apply for funding.
- ◆ An Electronic Course Fee, collected from students enrolled in distance education courses, used to support the infrastructure and services required to maintain distance education at Southeastern.

As stated previously in the section titled “Library and Learning Resources” (page 13), the University provides many laboratories, facilities, and equipment appropriate to distance learning courses and programs. These include Student Labs and Electronic Classrooms available both on- and off-campus, library facilities for access to resources and the Internet, compressed video classrooms, data jacks and connections in academic buildings and meeting rooms for network access, numerous classrooms with projection and SmartBoard systems, and student technology equipment that can be checked out for academic purposes.

Furthermore, students in distance education programs are supported by a vast network of services and information available electronically through the University's web site, e-mail, and electronic registration services. A Student Help Desk provides telephone support as well.

Facilities, equipment and support available to faculty are also described in the Resources section (page 13). Through the combined efforts of the Office of Technology, Continuing Education, and the Center for Faculty Excellence, faculty needs for training, the creation and the dissemination of distance education are well met.

❖ **19. Southeastern's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program.**

The University has implemented procedures to ensure proper funding of resources and training essential for the delivery of quality distance education. These include:

- ◆ Assuring that electronic delivery remains at the forefront of evolving technologies in the budget process by placing technological infrastructure as one of the University's strategic priorities.
- ◆ Articulation of University planning through the Technology Advisory Oversight Committee, which reports to the Provost. This committee and its four subcommittees (for distance education, website policy, administrative systems and security, and computer and information technology use) create master plans and recommendations in line with the University strategic plan and the anticipation of resources. These plans and recommendations go to the budget hearing committee if resources are needed. Policy-related recommendations go to the Provost who then works with the committee to have it reviewed by the appropriate bodies or persons.
- ◆ Use of the University budget process to bring attention to the administration of immediate and long range needs for electronic delivery. This assures that funds from the operating budget, student technology fee revenues, electronic course fee revenues and state scientific equipment dollars are allocated to meet system needs.



# Appendix A

## Distance Education Notification Form



Continuing Education  
Electronic Learning  
New Distance Education Course Notification Form

Thank you for taking the time to notify us of new electronic courses that will be offered through your department, including distance education courses with a change in course delivery and/or instructor. By completing and submitting this form you, as Department Head or Director, are certifying that the instructor for this new distance education course has the necessary skills and training to teach this course and that the course meets all criteria in course standards, including rigor and quality of instruction as outlined in Southeastern's Distance Education policy. You will be notified by email that we have received notification of your new electronic course offering.

### Department Information

Department Head

If Other, please enter name

Department Head Email

Additional email you would like to receive notification

### Course Information

Course Name (as listed in catalog)

Course Number

Distance Course Code

Select From Below

[Click here for description of codes](#)

Instructor's Name

### Semester Information

Semester

Spring

Year

2002

Please let us know the the course delivery method, percentage (i.e. 50% Internet, 100% Internet, 50% Compressed Video, Tele course, etc.) and course preferences (check all that apply for this course).

### Method/Percentage

Internet

Percentage (50%, 100% etc.)

### Course Preferences

Blackboard Course Site

Other Web Site

Compressed Video

Preferred Begin Time



am



nm



Percentage

Preferred End Time   am  pm

Preferred Location *(Check all that apply)*

- SLU Hammond
- SLU Baton Rouge Nursing
- SLU St. Tammany Center

Preferred Day(s) of Week  
*(use ctrl to select multiple days)*

Select from below  
Monday

**Tele Course**  
 Percentage

Preferred Begin Time   am  pm

Preferred End Time   am  pm

Preferred Day(s) of Week  
*(use ctrl to select multiple days)*

Select From Below  
Monday

Please type any other comments about this course.



## Appendix B

### Distance Education Course Fact Sheet



Information on this page was furnished by the instructor of record for this course. If you need information not provided, contact the instructor or the department directly.

#### Communication Sciences Disorders 551

551. Introduction to Augmentative/Alternative Communication. Credit 3 hours. Course presents an overview of communication and the role of augmentative and alternative communication in educational/therapeutic programs. Attention is focused on service delivery for individuals with severe communication disorders. Assessment, intervention, program development, and expansion of existing augmentative and alternative communication systems are included. Credit cannot be given for both Communication Sciences & Disorders 451 and Communication Sciences & Disorders 551 or Special Education 457/557.

Comp #	Sec #	Course Name
2279	95NT	Communication Sciences Disorders 551

#### Instructor Contact Information:

**Name:** Roomie D'Lion

**Ph.:** 985-549-0000

**Office Location:** 102 Campbell Hall

**E-mail:** [roomie@selu.edu](mailto:roomie@selu.edu)

#### Department:

Communication Sciences & Disorders

Ph.: 985-549-2214

#### Some instructors hold orientation sessions during or prior to the first week of classes. Orientation Session information for this course:

There will be no onsite orientation session.

#### Some distance learning courses hold face-to-face classes or compressed video/telecourse sessions. Information on class meetings for this course:

No face-to-face class meetings will be held.

**Note:** *It is the student's responsibility to make initial contact with the instructor either via e-mail, phone, or as directed in the course site. Students must have a valid, working e-mail address on file with the instructor.*

#### The instructor for this course requires that students have the following minimum computer skills prior to registering for this course.

Basic computer literacy (Windows or Mac operating systems), Word processing, E-mail, E-mail with attachments, Web browsers (ex. Internet Explorer, Netscape)

Other skills: Real Player, Adobe Acrobat Reader, Apple Quick Time

#### Students should note that there may be minimum hardware/software requirements. The list below is a general recommendation. Your instructor's individual requirements may vary.

- An Internet service provider and a working e-mail address
- Windows 95, 98, 2000 or XP
- 32 mgs RAM (64 or more recommended)
- 28,800 kps modem (faster is recommended)
- monitor resolution set to at least 800x600
- Internet Explorer 5.x or Netscape Navigator 4.x with java enabled (AOL users will need to launch IE or Navigator after connecting to AOL)
- Word processing software (Microsoft Word, Corel WordPerfect, etc.)



- Browser plug-ins such as Adobe Acrobat Reader or Real Player (both available in free downloads) may be needed in some courses.

**Successful online students also possess certain personal qualities including:**

- Time management skills
- Self-discipline and self-motivation
- Strong reading and writing skills
- Strong interpersonal and communication skills
- Ability to follow written directions

**Instructor Comments:** This course is 100% Internet. The course contains extensive external links and uses video and audio clips to enhance the content in the textbook. Students need to be self-disciplined to complete the weekly assignments, discussion board topics, projects and quizzes. Prior authorization from your advisor or department head is required prior to registering for the course.

**For additional information, including the course syllabus, visit:**

<http://www.roomie.selu.edu>

**Blackboard course sites may be accessed by clicking LOGIN, then PREVIEW, then locating the course in the course catalog.**

**Library Resources supporting distance learning students may be found at**

<http://www.selu.edu/Library/ServicesDept/referenc/offcampu.htm>