



South Carolina State University

Distance Education Faculty Resource Guide

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Introduction

Distance education and digital learning are critical components of South Carolina State University's strategic priorities. The primary purpose of distance education at SC State is to increase student enrollment by providing more flexible course delivery options including online and off-campus instructional formats. The main target audience for these flexible course delivery methods are nontraditional students who may be employed, who are experiencing career changes, and who are members of the active duty military. Moreover, distance education is intended for traditional-aged students who have adult responsibilities, such as the care of small children or aging parents. Distance education provides the flexibility these students need to manage their life responsibilities while simultaneously pursuing their educational goals.

This guide includes relevant distance education procedures and practices for faculty teaching online at South Carolina State University. It is produced by the Center for Teaching, Learning, and Extended Studies (CTLES).

Definitions

Distance education is referred to at SC State in various ways. Some of these references include "online", "hybrid", and of course, "distance education". This section includes the official university definitions for distance education courses in order to facilitate a common language of understanding.

Distance Education

Distance education is a formal educational process in which the majority of instruction is delivered via technology, and students and instructors are not in the same place. Distance education technologies may include two-way interactive video conferencing, online asynchronous or synchronous interaction, electronic-based discussion, and video/audio streaming.

Distance Education Course

The definition of a distance education course may vary depending upon the college or university. At South Carolina State University, a distance education course is defined as a course in which 51% or more of the instruction is delivered via technology, and the students and instructor are not in the same place.

Categorization of Distance Education Courses

At South Carolina State University, distance education courses are classified in three categories based on the extent to which technology is used to deliver instruction. The categories are **(1) Entirely at a Distance** and **(2) Partially at a Distance**. These categories allow students to determine to what extent they would be required to come to campus for any class meetings during the semester.

1. **E-Entirely at a Distance** -All course sessions and instructional activities are delivered through technology. No visits to the main campus in Orangeburg, off-campus center or other instructional site is required in order to complete the course. Often these courses are referred to as “online classes”.
2. **P-Partially at a Distance** - Fifty-one (51%) or greater of the course sessions and instructional activities are taught via technology; however, students are required to travel to the main campus in Orangeburg, off-campus center, or other instructional site for certain required course activities. These required course activities may include lab sessions, in-person proctored exams, selected lectures, or course orientations. Courses offered via interactive videoconferencing systems fall into this category of distance education courses.

Hybrid Courses

Hybrid or blended courses may use Blackboard or other forms of technology to deliver instruction, but they are not included in the definition of distance education at South Carolina State University.

Hybrid courses are those in which fifty percent (50%) or less of the class is taught online in Blackboard, and the remainder of the class is taught on campus in Orangeburg or at an off-campus instructional site.

Note: Appendix A includes examples of partially and entirely-at-a-distance courses in addition to hybrid classes.

What counts as distance education at SC State?

All references to distance education at SC State include entirely- and partially-at-a-distance classes. Unlike many colleges and universities, hybrid courses are not counted as distance education at SC State because by definition, hybrid classes should require students to attend a substantial portion of the class meetings face-to-face. Official distance education enrollment reports produced by the Office of Institutional Research and submitted to the Commission on Higher Education and other regulatory agencies are based on enrollments in entirely- and partially-at-a-distance courses. A major focus of distance education at SC State is to increase the number of entirely-at-a-distance courses and programs in order to attract a larger percentage of adult and nontraditional students.

University Distance Education Committee

The purpose of the University Distance Education Committee is to recommend policies and practices that will facilitate an academically sound program and to strengthen the existing academic technology infrastructure, faculty training, and student support services for a multi-platform distance education delivery. Members of the committee are appointed by the Provost and Vice-President for Academic Affairs. The committee is co-chaired by the Executive Director, Center for Teaching, Learning, and Extended Studies and the Provost.



Key Points

The key to determining whether a course is Entirely at a Distance, Partially at a Distance or Hybrid is to decide (1) what percentage of the course is delivered using technology and (2) whether students are required to meet at a physical location for any part of the course, whether that location is on-campus or off-campus.

Department Chairs should consult with faculty to determine the percentage of a distance education course that is being delivered using technology and whether students are required to meet at a physical location for any class sessions.

Approval to Teach Online Courses

Faculty at South Carolina State University must provide evidence of training in online teaching and basic knowledge of the Blackboard Learning Management System as a requisite to teach online. This requirement can be satisfied by the successful completion of the eFellows Online Teaching Certificate course or completion of a comparable online teaching course offered by an external provider. The external provider course must be approved by the Center for Teaching, Learning and Extended Studies.

The eFellows Online Teaching Certificate course is offered through the Center for Teaching, Learning, and Extended Studies. The course is taught fully online in SC State's Blackboard LMS over a five-week period. Faculty explore best practices in online pedagogy using a variety of instructional techniques.

The Center for Teaching, Learning, and Extended Studies offers group and individualized training on Blackboard. Online video tutorials are also available for faculty who need just-in-time training.

Faculty with Previous Online Teaching Experience

Faculty who have completed training in online teaching offered by an approved organization (college, university, Quality Matters, Online Learning Consortium, etc) and can demonstrate competency in using Blackboard to teach online are not required to complete the eFellows course. This exception is particularly relevant to new faculty who those who have previous online teaching experience at other colleges and universities. However, all faculty are required to complete the Teaching Online at SC State orientation module. This module covers policies and procedures relative to teaching online at SC State. The module is included as a topic in the eFellows course and is also available as a stand-alone online module in Blackboard. To request access to the Teaching Online at SC State module, a request should be sent to ctles@scsu.edu.

Key Point

All faculty teaching online must provide evidence of training in online teaching, basic Blackboard skills, and the awareness of SC State distance education policies and procedures. A stand-alone online module entitled "*Teaching Online at SC State*" is available for faculty who are eligible to exempt the eFellows Online Teaching Certificate course.

Determining Credit Hours for Asynchronous Online Courses

Asynchronous online courses are those in which the students and instructor do not meet at the same time for class. Communications is not immediate; teaching and learning activities are separated by time and space. Using contact hours to determine credit hours is not applicable to asynchronous online courses. The following procedure offers guidance in determining credit hours for asynchronous online courses:

- a. In asynchronous online courses, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with the course content. This definition excludes student work traditionally done outside the class such as homework, studying, reading, and writing papers.
- b. When faculty plan and develop asynchronous courses they should account for the contact time as defined in “a”, for each credit hour awarded by the course. They should also account for two hours of outside student work per credit hour.
- c. During the planning and development of an asynchronous online course, faculty should estimate the time a typical student will take interacting with the course content. This should be equivalent to the number of contact hours normally expected in a face-to-face course and documented in the course syllabus.
- d. It is the responsibility of the departmental faculty teaching an asynchronous online course to determine if the course content is of sufficient scope and rigor to ensure the amount of material delivered is comparable to the same face-to-face course.

Procedures and Practices

The procedures and practices for distance education at South Carolina State University are outlined in this section.

Developing a New Online Course in Blackboard

New courses that have been approved by the Department Chair for online delivery must satisfy Quality Matters standards for online course design. The following procedure shall apply to the development of new online courses:

- (a) The Department Chair shall send an email to CTLES@scsu.edu requesting a Blackboard course shell be created for the new online course. The request must include the course title and acronym and assigned instructor. The Department Chair notification ensures that the course has been properly vetted and approved by the Department Chair for online delivery. The assigned instructor must have completed the eFellows Online Teaching Certificate course or provide evidence of completion of other comparable online teaching training.
- (b) CTLES shall create the course shell in the Blackboard test environment, enroll the instructor and notify the instructor and Department Chair once the shell has been approved.
- (c) The instructor may request CTLES to conduct an evaluation of the course as it is being developed or wait until the first draft of the course has been created to request an evaluation. CTLES will conduct an evaluation of the course design (not content) based on the Quality Matters® standards for higher education. It is recommended that the instructor invite CTLES to conduct an evaluation throughout the design process rather than waiting until the first draft of the course has been completed.
- (d) Once the course has met all Quality Matters essential standards, the course will be available to copy into the Blackboard production environment for instruction. (See Scheduling Distance Education Courses)

Scheduling Distance Education Courses

The Department Chair is responsible for scheduling distance education courses in Banner. All distance education courses offered each semester should be entered into Banner using the appropriate code to indicate whether the course is offered entirely online, partially at a distance, or as a hybrid course. Department Chairs are given instructions on which distance education course code to use for scheduling in Banner. Entirely-at-a-distance courses should not have an assigned room and building number because these courses are taught completely online.



Key Point

Faculty may not change the delivery method of a course once the course schedule has been scheduled in Banner. For example, if a course has been scheduled in Banner for the semester as a face-to-face class, a faculty member cannot decide to teach the course as an online or hybrid class within the same semester.

Preparing for the First Day of Classes

Before classes begin for the semester, faculty teaching distance education courses, whether entirely or partially online, should make sure that the course is ready for the student to begin instruction on the first day of class. It is inappropriate for students to login to their online class on the first day, and the course is not prepared for the start of lessons. A nice welcome announcement with instructions for students to get started with the course is helpful in addition to the course syllabus and instructor contact information.

Verifying Participation for Financial Aid

For students receiving Federal Title IV funds, there must be evidence of participation in a course. In a traditional class, the instructor would satisfy this requirement by calling roll; however, calling roll isn't practical for a fully online class. To ensure South Carolina State University is compliant with this requirement regarding online classes, students should be required to complete an assignment during the first week of the semester that will serve as verification of attendance. This assignment should be documented in Blackboard. In certain cases, students might notify the faculty member in writing via email if they are unable to attend class during the first week. Students who fail to complete an assignment or notify the faculty member through some form of written communication during the first week of online classes should be reported by the faculty member as "Non-Attending" on the Class Roll Action form and Faculty Confirmation of Attendance (Appendix B).

Each online course may have a unique set of first-week assignments that can be used to verify participation; however, here are a few examples of assignments that instructors may use:

- Have students to introduce themselves to their classmates by posting an introduction to the discussion board.
- Have students review the course syllabus and complete a syllabus quiz.
- Have students read a short article and post their opinions about the article to the class discussion board.



Key Point

Faculty should require students to complete a graded assignment during the first week of classes in order to verify participation. Students who do not complete an assignment or provide a written form of communications to the instructor (e.g. email) during the first week of classes should be listed on the Class Roll Action Form as non-attending. This process is required in order for the university to comply with Federal Financial Aid regulations.

First Four Weeks and Midterm Assessment

During the first four weeks of the term, faculty teaching distance education courses are expected to contact students who are in jeopardy of failing the course and encourage them to seek assistance from the appropriate University offices (i.e. Office of Student Success and Retention Programs, Counseling and Self-Development Center, Office of Student Disability Services, etc.). By the midterm date, faculty must report students who are in jeopardy of failing to the Office of Student Success and Retention Programs.

Virtual Office Hours

Students enrolled in online courses may not be able to meet with the instructor face-to-face on campus as they would in a regular course. However, faculty teaching online can schedule virtual office hours using Blackboard Collaborate. Students and faculty are able to share their video during the session to simulate an in-person office visit. Faculty who are teaching both on-campus and online courses must still maintain the required number of on-campus office hours per week as stipulated in the Faculty Handbook.

Distance Education Course Syllabus

All distance education course syllabi at SC State must include the following components in addition to other information required by the instructor or academic department:

- 🍏 Complete course title and number, professor's name, academic department, semester, year.
- 🍏 Faculty member's office hours, office telephone number, and e-mail address. If the instructor is available via virtual office hours, include hours and times that the instructor will be available and instructions on how students may access the virtual office.
- 🍏 Course description
- 🍏 Course learning outcomes
- 🍏 Unit/lesson learning objectives written in measurable format.
- 🍏 List of assignments, due dates, and maximum points.
- 🍏 Any important class policies, possibly including but not necessarily limited to policies on academic honesty, grading, late submission of assignments, course

participation, netiquette, timeframe by which students can expect a response from the instructor to email questions, timeframe by which students can expect the instructor to return graded assignments.

- 🍏 A statement in the syllabus inviting students with disabilities to meet with the instructor in a confidential environment to discuss making arrangements for accommodations. The following is an example of a syllabus disability statement that can be used or adapted for your course syllabi: Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Office for Disability Services to coordinate reasonable accommodations.
- 🍏 Blackboard Technical Support- Include the URL to the SC State Blackboard Technical Support website
- 🍏 Course Technology Requirements – Describe the technologies that are required for students to participate in the course.
- 🍏 Proctored Exams – Describe requirements for proctored exams, if applicable.
- 🍏 A statement indicating the course syllabus is a general plan for the course, but circumstances may necessitate deviations.

End of Semester Course Evaluations

Students are given the opportunity to provide feedback on their distance education course using the end-of-course evaluation method. These evaluations are an important aspect of the distance education program assessment at South Carolina State. The results of the evaluations are reviewed each term by CTLES, and recommendations are made for continuous quality improvement. The evaluation process is managed by the Office of Institutional Research. A copy of the end-of-course evaluation survey questions for distance education courses is included in Appendix D. Faculty should encourage students to complete the course evaluations.

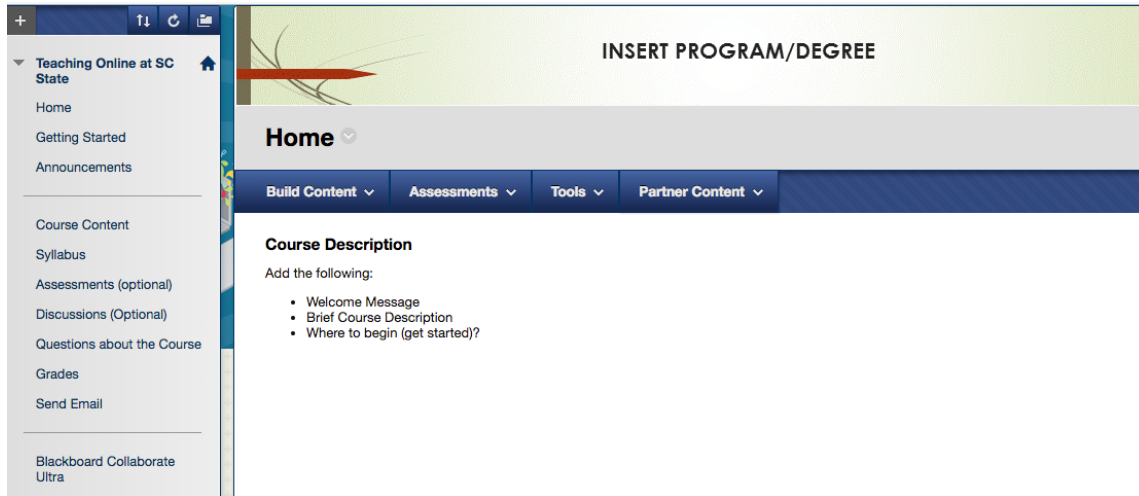


Key Point

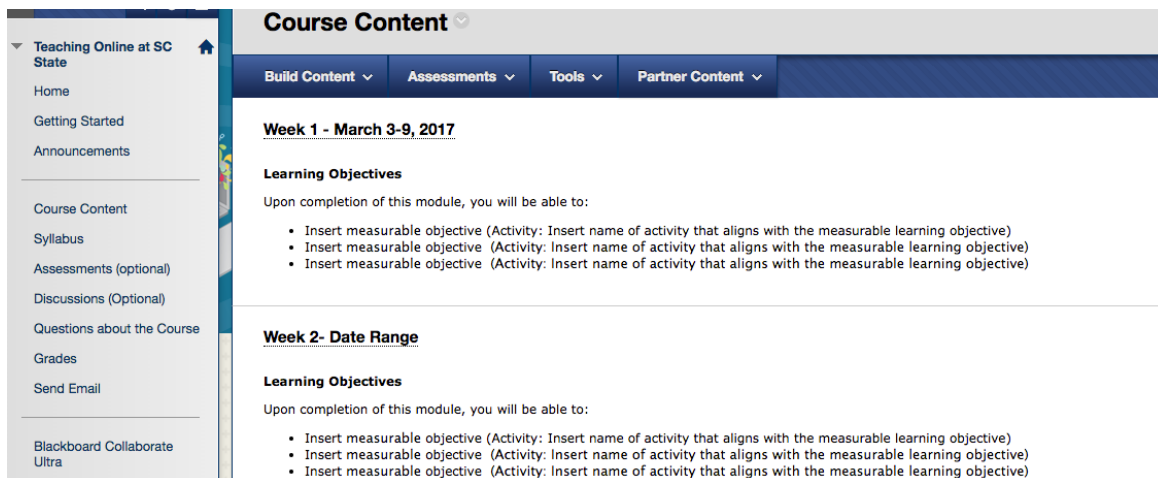
Regular communication between students and instructors in an online class is important to student success.

Instructional Design Template

The Center for Teaching, Learning, and Extended Studies developed an instructional design template that faculty may use to build an online or hybrid course in Blackboard. The template has a predefined navigational structure to ensure the online course is compliant with Quality Matters standards for online course design. The home page can be customized with images and a welcome message from the instructor.



Faculty can easily build courses by clicking on “Course Content” on the left navigational menu and using the predefined template to organize content into weekly lesson modules complete with learning objectives:



Faculty who have completed the eFellows Online Teaching Certificate course may request the template be applied to their Blackboard course shell by sending an email to ctles@scsu.edu.

Blackboard Learning Management System (LMS)

South Carolina State University uses the Blackboard Learning Management System to deliver online and hybrid courses. This system facilitates communications and interactivity between students and the course instructor. Faculty teaching online may use a variety of tools and features within Blackboard to create high-quality online learning experiences.

Blackboard at SC State is a hosted system, which means that the Blackboard server is not physically located on the SC State campus in Orangeburg but at an off-campus location under the jurisdiction of the LMS company. A hosted arrangement is a common practice for small colleges and universities such as SC State.

Blackboard Administration

The administration of Blackboard at SC State is a shared responsibility between the Center for Teaching, Learning, and Extended Studies administrators and University Computing and Information Technology Services (UCITS). UCITS oversees the Banner course import process. This process creates Blackboard course shells each semester for academic courses listed in Banner.

CTLES provides other Blackboard administrative duties- some of which are listed below:

- Working with the Blackboard hosting company to schedule maintenance
- Notifying students and faculty when Blackboard will not be available due to scheduled maintenance
- Exploring new services and features available in the Blackboard system
- Escalating technical issues to the Blackboard company that cannot be resolved locally
- Conducting beginning and advanced Blackboard training for faculty
- Providing Blackboard training resources for students
- Assisting faculty in the design (instructional design) of online and hybrid courses in Blackboard

Courses Set Up in Blackboard Each Semester

Course sections are created in Blackboard through the automated import that comes from Banner. The automated import happens twice per day: 12:00 pm and 5:00 pm. If the Department Chair makes any changes to courses in Banner before 12:00 pm, that change will not appear in Blackboard until approximately 12:30 pm. For example, if the Department Chair assigns a faculty member as an instructor for a **distance education** course in Banner at 10:00 am, the instructor will not see the course on his or her Blackboard page until 12:30 pm. Likewise, any course changes made in Banner by the Department Chair after 12:00 pm, will appear in Blackboard at 5:30 pm. Faculty

teaching online or hybrid classes must be aware of the time delays between changes in Banner and when these changes appear in Blackboard.

Faculty Enrollment in Blackboard Courses

Faculty are enrolled as instructors in Blackboard courses through the automated daily import from Banner to Blackboard. The import pulls information (such as courses, students, and teaching faculty assignments) from Banner and enters the information into the Blackboard system. When the Department Chair assigns a faculty member to teach a distance education or hybrid class in Banner, the faculty member is enrolled in the Blackboard course as an instructor through the Banner import process.



Key Point

Faculty are assigned to teach distance education and hybrid classes by the Department Chair. These assignments are entered in Banner and imported into Blackboard twice per day. If a faculty member does not see an online course on his or her “Courses” page in Blackboard, a good place to start to find answers is the Department Chair.

Blackboard Course Availability to Students

Blackboard courses are set to automatically open to students seven (7) days prior to the first day of classes according to the academic calendar published by the Registrar’s Office. This allows students the opportunity to review the course syllabus, obtain textbook information and complete other pre-course activities that may be assigned by the instructor. Courses are automatically set to close two weeks following the last day of classes.



Key Point

Students cannot log into their Blackboard courses until seven (7) days prior to the first day of classes for the semester. Faculty should ensure that the course syllabus and a Welcome message is posted in the course at least seven days prior to the start of classes. If the course does not have an assigned instructor at the time the course opens to students, the Department Chair or the Academic Program Coordinator should ensure that the course syllabus and a Welcome message is posted in the course.

Student Access to Blackboard for Incomplete Grades

It may be necessary for students to have access to an online course in Blackboard after the end of the term in order to remove an “I” (incomplete grade). CTLES will create a copy of the course and enroll the faculty and the student in the copied course section. Please note that the copied version of course will not include any grades for work that the student may have completed. Once the course has been copied, CTLES will notify the faculty member who will be responsible for notifying the student that the course is available. CTLES does not notify the student that the copied course is available.

Faculty should follow the procedure below to request student access to an online course in Blackboard to remove an incomplete grade:

Submit an email to ctles@scsu.edu. In the body of the email, provide the following information:

- Course title, ID, and section number
- Semester the course was offered
- Name, email address, and phone number of the instructor
- Name and ID of student
- A statement confirming the student must have access to the course in order to complete work to remove an “Incomplete” grade
- Date by which the student should have access to the course
- Date by which the student access to the course should end

Getting Help with Blackboard

The Blackboard Support Service is available to SC State faculty 24 hours per day, 365 days per year. Unlike the CTLES and UCITS offices, the Blackboard Support Service is always open. Faculty may go online to the SC State Blackboard Technical Support website <<https://help.edusupportcenter.com/shplite/scsu/home>> to find answers to the most common support questions, open a support case, or chat live with a customer service representative. Faculty may also call the Blackboard Support Service at 1-844-348-1608.

Training for Faculty Teaching Online

The following training opportunities are available for SCSU faculty.

Blackboard Training for Faculty

The Center for Teaching, Learning, and Extended Studies offers a variety of group, individualized, and online Blackboard training opportunities for faculty. For more information on Blackboard training, contact the Center for Teaching, Learning, and Extended Studies at (803) 536-7187 or email ctles@scsu.edu.

Training for Online Teaching

The Center for Teaching, Learning, and Extended Studies offers the eFellows Online Teaching Certificate course for faculty seeking professional development in online teaching. The five-week course is taught fully online and examines best practices in online pedagogy.

Training for Online Course Development

The Center for Teaching, Learning, and Extended Studies offers the Online Course Development Lab series for faculty interested in learning how to develop fully online and hybrid courses in Blackboard. The course is conducted in a lab environment where faculty bring copies of their course assignments, syllabus, lessons, lectures, and assessments on an external flash drive. Over the course of four months, faculty build the course home page, Getting Started page and the first three weeks of an online or hybrid class in Blackboard.

In addition to the above training opportunities, the Center for Teaching, Learning, and Extended Studies offers workshops on a variety of instructional technology topics.

Appendix A: Distance Education Course Scenarios

Course Scenarios

The following are examples of Entirely-at-a-Distance, Partially-at-a Distance, and Hybrid courses:

Scenario #1 - Entirely at a Distance (E)

English Literature is a 3-credit hour undergraduate course taught on a traditional 15-week semester term. Course assignments, lectures, tests and other instructional activities are delivered through Blackboard. The class meets twice during the semester online via Blackboard Collaborate for a one-hour live lecture, but students are not required to come to campus for the lectures. They may view the lectures from any location with Internet access.

Explanation: This is an Entirely-at-a-Distance course because at least 51% of the course is delivered using technology, and no class meetings are held in a building either on-campus or at an off-campus instructional site. In this example, 100% of the course is delivered via technology.

Scenario #2 - Entirely at a Distance (E)

American Government is a 3-credit hour undergraduate course. The course is taught for 15 weeks during the term. All instruction and course activities, including assignments, lessons, tests, etc. can be completed online in Blackboard. Students are required to complete a proctored exam, but they may do so by coming to the Assessment Center on campus, or they have the option of having a virtual test proctor. No class meetings are held in a building either on-campus or at an off-campus instructional site.

Explanation: This is an Entirely-at-a-Distance course because at least 51% of the course is delivered using technology. Students are required to take a proctored exam, but they have the option of virtual test proctoring. Additionally, no class meetings are held in a building either on-campus or at an off-campus instructional site.

Scenario #3 - Partially at a Distance (P)

An Introduction to Sociology is a 3 -credit hour, 15-week semester course, offered fall and spring semesters. Students submit assignments, participate in discussion forums, access journal articles and other course handouts as well as some lessons all within Blackboard. Twice per month during the semester, students must attend class at an off-campus site for live lectures delivered over interactive videoconference. The instructor alternates the lecture delivery between the Orangeburg and the off-campus site.

Explanation: This is a Partially-at-a Distance course because at least 51% of the course is delivered through technology (Blackboard and videoconferencing) students must periodically travel to a building to attend lectures. They cannot obtain all of their lectures without traveling to a physical building location.

Scenario #4 - Hybrid Course

Cross Cultural Consideration in Counseling is a 3-credit hour graduate course, offered in a 15-week semester term schedule. The class meets on campus on alternating Wednesdays from 6:00pm - 8:30pm. On the weeks that the class does not meet on campus, coursework is completed online.

Explanation: This is a Hybrid course because 50% or less of the course work is delivered via technology, but the other 50% of instruction occurs within a physical space on campus.

Appendix B: Class Roll Action Form

SOUTH CAROLINA STATE UNIVERSITY

Division of Academic Affairs

Class Roll Action Form Process: Faculty Confirmation of Completion

SC State University has an obligation to ensure that all students who receive Federal Financial Aid attend classes for which they are registered. To ensure compliance with Federal regulations, all faculty are required to do the following:

1. Within two days after the end of the official Drop/Add period, ALL instructors are to PRINT copies of their official course rosters in Banner (**go to Banner Self-Service and print copies of the “Summary Class List”**). Printing the rosters automatically puts a date stamp on them. For (term), this must be done on (date).
2. Compare official course rosters with class attendance records (or emails from students relating to their attendance; e.g. an email offering an excuse for not attending a class session, or an email confirming a desire to remain in the course, are to be considered proof of attendance. Print these emails and attach them to the course rosters).
3. Complete the Class Roll Action Form process and “drop” all students who NEVER attended (see #2 above for email confirmation of attendance).
- 4. Attach the Official Class Rosters in Banner to this document.**
5. On the Rosters, strikethrough the names of students who NEVER attended and put your initials next to each name struck through.
6. Submit this document with the attached Official Course Rosters to the Department Chairperson within two days after the end of the Drop/Add period.
7. Faculty are to sign and date this document prior to submission to the Chairperson.
8. The Chairperson or Administrative Assistant are to date-stamp this document upon receipt.

I certify that I have followed the instructions listed above, and the students whose names have NOT been struck through fall into one or more of the following categories:

[Check all that apply]

- 🍏 I have seen the student and recorded him/her as “present” at least once on my attendance record this semester.
- 🍏 I have received an email from the student explaining his/her absence or confirming his/her desire to remain in the course, AND I have attached such emails to the course rosters.

- For my online or hybrid courses, I have checked that the student has logged into the course.

Faculty are encouraged to have an assignment, such as “discussion board” participation that will clearly indicate that the student is actively engaged in the course by the end of the Drop/Add period. Students can also be asked to “introduce themselves online” in the course.

Name of Faculty (Please Print)

Signature _____ Date _____

List of courses attached to this document (include CRN, Course number and title):

Appendix C: Distance Education End-of-Course Evaluation

South Carolina State University
Distance Education End-of-Course Evaluation Questions-Revised 4/2018

1. I logged into my course each day in order to stay informed of class activities.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

2. The instructor responded to my questions within the communications timeframe specified on the course syllabus.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

3. The first week instructional materials and assignments were posted inside the course on the first day of class.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

4. The course provided opportunities for me to engage in learning activities with fellow students enrolled in the course.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

5. I knew how to contact Blackboard Technical Support when I needed assistance with Blackboard.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

6. It was easy for me to find information in the course.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

7. I had the appropriate level of technical skills to participate in this class.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

8. I was able to track my progress in the course throughout the semester.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

9. The course provided opportunities for me to communicate and collaborate with fellow students in the class to complete assignments or other learning activities.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

10. The instructor was available to answer questions and made me feel a part of the class.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

11. Please describe any technical problems you experienced during this course. If you did not encounter any technical problems, simply enter "I did not have any technical issues in this course".

Appendix D: Resources

Assessment Center

The Assessment Center administers proctored exams for online classes.

Phone: (803) 533-3996

Email: testingcenter@scsu.edu

Online: <http://ctles.scsu.edu/faculty-resources/assessment-center/>

Blackboard Support Services

Online: <https://help.edusupportcenter.com/shplite/scsu/home>

Telephone: 1-844-348-1608

Center for Teaching, Learning, and Extended Studies

The Center for Teaching, Learning, and Extended Studies (CTLES) is an administrative unit within the Division of Academic Affairs. CTLES provides administrative services for online and distance education, continuing education, faculty development and the Assessment Center.

Phone: (803) 536-7187

Email: ctles@scsu.edu

Online: www.ctles.scsu.edu

South Carolina State University Distance Education Website

SC State Online – www.online.scsu.edu