

Process for Converting Existing Courses to an Online Format

Updated March, 2012

Directions for submitting forms:

1. **Submit forms A & B**, if approved then form C.
2. **Form A** - Online Conversion Proposal goes to Curriculum Manager: LeeAnn Mikula then goes to Associate Dean for processing.
3. **Form B** - Curriculum Development Proposal goes to Curriculum Manager: LeeAnn Mikula.
4. **Form C** - Curriculum Project Assignment goes to your Associate Dean
5. **Form D** - Quality Checklist for Online Courses Approval Form goes to meeting with Divisional Instructional Support Faculty Liaison when complete goes to Manager of Teaching & Learning Technology, Brian Carlson.
6. **Form E** - Request for Payment goes to Manager of Teaching & Learning Technology, Brian Carlson.

All online course developers whether paid or not paid must submit the following paperwork **1) Online Conversion Proposal (Form A), 2) Curriculum Development Proposal (Form B)** and **3) Curriculum Project Assignment (Form C)** to **Brian Carlson**.

Course conversions will be considered for payment if they meet the priorities. In accordance with the Local 212 contract, payment is made during the first summer semester following the course being taught.

****All online course conversions whether paid or not must follow the MATC Online Course Conversion process to be offered****

Teaching and Learning Technology
Faculty Innovation Center, M201
Milwaukee Area Technical College
700 W. State Street
Milwaukee, Wisconsin 53233
414.297.6735 frc@matc.edu

Basic Assumptions:

- The developer is a member of the MATC faculty.
- Selection of the developer is consistent with the Local 212 contract.
- Faculty member meets the requirements in the Local 212 contract related to use of the college-supported learning management system and training in the use of it (Blackboard).
- Conversion assignments will clearly identify any intended use of a course cartridge or part of a cartridge. Course conversions which utilize all or parts of a course cartridge will be reviewed individually to determine whether the project will receive approval for development and payment.

Evaluation:

MATC will utilize the eTech process to evaluate the course during the first semester in which it is offered http://faculty.net.matc.edu/frc/pdf/Quality_Standards.pdf

Course Conversion Process:

- 1) An instructor, department, or administrator proposes that an existing course be taught online.
- 2) The proposal is brought to a scheduled department meeting and presented for discussion. The department approves or disapproves the proposed offering.
- 3) The rationale for the proposal, the department faculty present, and the outcome is recorded on the *Online Conversion Proposal*. Reasons for disapproval are recorded. If approved, a timeframe for introducing the course online is suggested. (A copy of the form is retained with the department meeting minutes, and a copy is forwarded to the Associate Dean.) The Associate Dean ensures that the course meets strategic planning goals of the college.
- 4) If a *Course Outcome Summary* does not exist for the course or is not current, the development or update of it may become a part of the conversion project, unless the Associate Dean designates another instructor to complete that task.
- 5) Department faculty members are notified of the availability of the conversion project and a developer is identified who meets professional development requirements for online as identified in the Local 212 faculty contract.
- 6) The Associate Dean and faculty developer jointly complete the *Curriculum Development Proposal* and the *Curriculum Project Assignment – Online Conversion* forms, which specify the stages, and timeline for course conversion and anticipated payment. The forms, approved as indicated, are forwarded to the Provost for final approval.
- 7) The developer informs the administrator of the college's Learning Management System of the need for a *Department Master shell* in the system.
- 8) The developer is strongly encouraged to use the *Quality Standards for Online Courses* as a guide and works with the divisional Online Instructional Technology Support liaison that provides feedback and assistance throughout the development process. Not all criteria on the *Quality Standards for Online*

Courses will be appropriate for all course conversions. Use of the *Quality Standards for Online Courses* as a guide for development will be presumed unless it is clearly stated on the *Curriculum Project Assignment* form that the Standards will not be used.

- 9) Upon completion of the course conversion, the developer and the Associate Dean indicate its completion by signing the *Request for Payment* on the *Quality Standards for Online Courses* form.
- 10) The *Quality Standards for Online Courses*, which includes the *Request for Payment* is submitted to the Dean and then to the Provost for approval.
- 11) Disputes with respect to proposal approval, project assignment and project payment will be resolved through the meeting of the Provost and a representative of Local 212 or the normal grievance process.
- 12) Within one semester of the course conversion completion, the Associate Dean collaborates with the divisional liaison to review the course and complete the *eTech Quality Checklist for Online Courses* rubric.

Copies of the eTech *Quality Checklist for Online Courses* rubric are available in the Faculty Innovation Center (FIC), M201 and [online](#). Rubrics and best practices checklists from other sources will also be made available in the FIC. Faculty developers are encouraged to review and utilize these documents in the design and self-evaluation of courses they convert to and deliver online.

The adaptation and possible revision of the standards MATC uses for its online courses will be revisited on an ongoing basis using feedback solicited from developers and faculty who teach online. A volunteer group of involved faculty and staff will meet annually to review the feedback and recommend appropriate changes to the rubric used by the college.

Resources		
Development of Courses in an online format	Brian Carlson Manager, Teaching and Learning Technology carlsobd@matc.edu	(414) 297-7508
Course Design and Quality Check	Contact Brian Carlson Manager, Teaching and Learning Technology carlsobd@matc.edu	(414) 297-7508
Blackboard Support (Faculty)	Megan Hamilton Educational Assistant, Web Enhanced Instruction hamiltml@matc.edu	(414) 297-8372
Blackboard Login Questions	Helpdesk	(414) 297-6541

Process for Converting Courses to an Online Format

Procedure Checklist

Activity		Form	Who	Check Box	Timeframe
	District priorities for the year communicated		Provost		
1.	<i>Course Outcome Summary</i> completed (<i>prior to conversion proposed</i>)		Faculty & Curriculum Manager		
2.	Conversion proposed and approved at departmental meeting	<i>Online Conversion Proposal</i>	Instructor, department, or administrator		
3.	Faculty notified of project's availability; faculty developer selected according to requirements of Local 212 contract regarding use of Blackboard		Associate Dean		
4.	Curriculum development project requested	<i>Curriculum Development Proposal</i>	Faculty Developer		
a)	Curriculum development project approved	<i>Curriculum Development Proposal</i>	Co-chair of Curriculum and Learning Committee		
b)	Curriculum development project approved	<i>Curriculum Development Proposal</i>	Associate Dean		
c)	Curriculum development project approved	<i>Curriculum Development Proposal</i>	Dean		
d)	Curriculum development project approved	<i>Curriculum Development Proposal</i>	Provost		
5.	Project assigned; faculty acknowledges that payment is unavailable if cartridges are used; Associate Dean calculates anticipated payment and approves	<i>Curriculum Project Assignment –Online Conversion</i>	Associate Dean and Faculty Developer		
a)	Project assignment approved	<i>Curriculum Project Assignment –Online</i>	Co-chair of Curriculum and Learning Committee		

Activity		Form	Who	Check Box	Timeframe
		<i>Conversion</i>			
b)	Project assignment approved	<i>Curriculum Project Assignment –Online Conversion</i>	Dean		
c)	Project assignment approved	<i>Curriculum Project Assignment –Online Conversion</i>	Provost		
6.	Coordinator – Online Instructional Support notified regarding the need for department master shell		Faculty Developer		
7.	Divisional Faculty Online Liaison consulted using <i>Quality Standards for Online Courses</i>	<i>Quality Standards for Online Courses</i>	Faculty Developer		
8.	Timeline for course conversion met according to assignment form	<i>Curriculum Project Assignment –Online Conversion</i>	Faculty Developer		
9.	Course delivered according to the timeline				
10.	Request made for payment	<i>Quality Standards for Online Courses/Request for Payment</i>	Faculty Developer		
11.	Completion of development verified, and that a course section was scheduled and ran		Associate Dean		
12.	Course reviewed and any necessary modifications identified (<i>within one semester of the course conversion completion</i>)	<i>Quality Checklist for Online Courses</i>	Associate Dean		
13.	Modifications to course completed		Faculty Developer		
14.	Completion approved for payment	<i>Quality Standards for Online Courses/Req</i>	Dean		

Activity		Form	Who	Check Box	Timeframe
		<i>Request for Payment</i>			
15.	Completion approved for payment	<i>Quality Standards for Online Courses/Request for Payment</i>	Provost		
16.	Instructor paid				

Online Conversion Proposal

Please Print

Initiator: _____

Department: _____

Administrator: _____

Phone No: _____

COSMO ID: _____

email Address _____

Campus: _____

Course Number: _____ Title: _____

Is this a new course (*circle one*): Yes No

Rationale for conversion or offering a new course in online format:

Date of Department Meeting: _____

Department Faculty Present:

Summary of Department Discussion:

Approved

Disapproved; reasons attached

The course conversion is to be implemented:

Date: _____

Department Chair

Date

Curriculum Development Proposal

Please Print

Phone No: _____

Developer: _____

COSMO ID: _____

Department: _____

email Address: _____

Administrator: _____

Campus: _____

Course Number: _____ Title: _____

AND/OR

Program Code: _____ Title: _____

Project Description: *Briefly describe the project and check the specific results expected below (attach additional information if necessary).*

Note: Materials must be consistent with the instructional design model adopted by colleges of the Wisconsin Technical College System. While use of the WIDS software is not required, materials developed must be consistent with the format and definitions in WIDS.

- Course Outcome Summary
- Syllabus (*in MATC approved format*)
- Assessments (*based on the competencies and performance standards in the Course Outcome Summary; the assessment may include exams and tests, but at least one rubric to assess achievement of the competencies must be included.*)
- Course Content (*including, original and cited text, URL links, annotated bibliographies, resources from the MATC library and resources external to the college.*)
- Program Design/Materials (*as a result of a DACUM including: (1) new/revised program outcomes, objectives, direct and indirect measures. (2) Translation of duties, tasks, and background knowledge for the job – into courses. Course detail must include number, title, credits, and a list of tasks addressed in the course.*)
- Learning Plans (*including in-class and out-of-class activities, materials, and assignments*)
- Conversion of a course to online delivery

Completed by Curriculum Manager:

- Consistent with WIDS instructional design theory

Concept Approval

Final Approval of Proposal

Div. Curriculum Committee Chair/Date

Dean

Date

Associate Dean

Date

Provost

Date

Curriculum Project Assignment Online Conversion

Please Print

Date: _____ Phone No: _____

Developer: _____ COSMO ID: _____

Department: _____ email Address: _____

Administrator: _____ Campus: _____

Course Number: _____ Title: _____

Semester that course will be scheduled: _____

Name of Division's Online Instructional Technology Support liaison:

Project Stage	Timeline
1. Course Conversion drafted	
2. Collaboration with Online Instructional Technology Support liaison for feedback/adjustment	
3. Finalization of Course Conversion	
4. Course delivered	
5. Submission for Payment	

<p>BASE Formula*: <i>(Hrs/week for 16 wks)</i></p> <p>BASE: _____ Pay Rate <i>(per hr)</i> = \$ _____ . _____ <i>(Class 3/Step 3*)</i></p>	<p>New Course: 8 X (Credit + Lecture + Lab + Shop) x 1 Existing Course: 8 X (Credit + Lecture + Lab + Shop) x .75</p> <p>Anticipated Payment (BASE X Pay Rate) \$ _____ . _____ <i>*Per L212 Contract</i></p>
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I acknowledge that course conversions utilizing a course cartridge or any part of a cartridge may qualify for no payment or partial payment.

Developer *Date*

Associate Dean *Date*

Dean *Date*

Provost *Date*

Quality Standards for Online Courses Standards and Evaluative Guide

Please Print Phone No: _____
Developer: _____ COSMO ID: _____
Department: _____ email Address: _____
Administrator: _____ Campus: _____
Course Number: _____ Title: _____
Evaluation Date: _____

Directions to Evaluator:

Learners take courses in a variety of ways, traditional classroom, distance learning, accelerated/integrated and Internet as examples. Learning by way of the Internet requires that each course meets specific criteria to ensure that the course is complete and meets quality curriculum standards for that delivery mode. Online courses are expected to provide the student with a learning experience equivalent to the classroom experience.

The evaluator's responsibility is to review the course for the standards listed in this document and to make recommendations based on that review. This guide presents the required criteria; however, not all criteria may be appropriate to a particular course. Recommendations may include approval as is or suggestions for revisions to the course to meet the standards.

Request for Payment of \$ _____ . _____

Development Completed

Developer *Date* *Associate Dean* *Date*

Approval for Payment

Dean *Date* *Provost* *Date*

Quality Checklist for Online Courses Approval Form

Please Print

Evaluation Date: _____

Phone No: _____

Developer: _____

COSMO ID: _____

Department: _____

email Address: _____

Administrator: _____

Campus: _____

Course Number: _____ Title: _____ Credit: _____

Course Description:

Directions:

1. Use the Evaluative Criteria Checklist on the following pages to review each course
2. Check that each standard is reviewed using the checklist
3. Sign the Approval Sheet

The following standards have been adapted from the original eTech Appendix E, first published in 2002. The standards reflect the *Best Practices*, developed by the eight regional accrediting commissions and published by the Higher Learning Commission. (View the document at: http://faculty.net.matc.edu/frc/pdf/Quality_Standards.pdf)

Standards:

- Accessibility: courses are accessible online from anywhere, anytime via the Internet and Web browser
- Student Services: Students have access to appropriate services and resources.
- Course Preparation/Organization: Curriculum components meet WIDS criteria and are appropriate in rigor for the degree or certificate awarded. Materials are coherent, complete, and easily accessible to students.
- Course Introduction and Communication: Opportunities for appropriate interaction (between instructor-student and student-student) exist and standards for communication and response time for both students and instructor are described.
- Syllabus: An appropriate Syllabus is available and contains all of the required components.
- Learning Plan Components: Performance expectations for learning plans are provided. Coherent and complete directions and materials adequately prepare

Standards:

the learner for the assessment.

☐ Assessment Components: Student performance is based on intended learning outcomes.

Criteria		Notes
<p>Standard 1: Accessibility - courses are accessible online from anywhere, anytime via the Internet and a Web browser <i>(Requirement that may change accessibility should be noted)</i></p>		
1.	On-campus class time and scheduled online synchronous activities (e.g. chat/discussion meetings) are clearly defined.	
2.	Contains clear instructions about how any offline component is assessed; who is responsible for making arrangements.. a. clinical practicum b. proctored tests c. internship or workplace experience	<p>Yes No NA Yes No NA Yes No NA</p>
3.	Contains evidence of ADA guidelines – Web pages provide equivalent alternative to auditory and visual content; Web page links are self-describing.	
4.	Demonstrates sensitivity to ADA guidelines through the use of color, fonts, appropriate labeling of graphics and other elements of design.	

<p>Standard 2: Student Services – Students have the appropriate preparation in technologies and curriculum to be successful. Students have access to appropriate services</p>		
5.	Contacts students with a welcome letter (or e-mail). (Copy must be available upon request.)	
6.	Orientation is available to students.	
7.	Provides Information on student services as appropriate (e.g. advising, counseling, tutoring, financial aid, and appropriate problem-solving assistance).	
8.	Informs learners of own responsibility for learning online.	

Standard 3: Course Preparation/Organization- Curriculum components meet WIDS criteria and are appropriate in rigor for the degree or certificate awarded. Materials are coherent, complete, and easily accessible to students.

9.	Materials developed are consistent with the format and definitions in WIDS, including: Competencies, performance standards, learning objectives, learning plans, performance assessment tasks, scoring guides, grading plan, and syllabus.	
10.	Displays logical and easy-to-navigate organization of learning units, learning plans, instructional materials, and resources. (Students will be able to quickly and easily find what they need.)	
11.	Requires same or comparable text/reference/resource materials as traditional on-campus courses offered under the state course number.	
12.	Displays consistency in titles of learning plans, folders, instructional materials, and teacher resources.	
13.	Ensures that course content grammar, spelling, usage, sentence and paragraph structure and organization are professional.	
14.	Provides learning activities that foster instructor-student, content-student, and where appropriate, student-student interaction.	

Standard 4: Course Introduction and Communication - Opportunities for appropriate interaction exist and standards for communication and response time are described.

15.	Includes self-introduction by the instructor (Discussion, instructor profile, and/or announcements/e-mails).	
16.	Includes information about the specific order in which learning plans must be completed.	
17.	Provides clear standards for instructor response and availability (turnaround time for e-mail, grades posted, feedback on work, etc).	
18.	Includes clearly stated requirements for course interaction, including individual, small group, and whole class interaction.	

Standard 4: Course Introduction and Communication - Opportunities for appropriate interaction exist and standards for communication and response time are described.

19.	Includes clear description of expectations/guidelines for instructor/student contact.	
20.	Includes navigation information (where to find specific types of course materials or what the learner can expect to find under each navigation button).	
21.	Includes explanation of time: (When week starts and ends, timeframe for postings to discussions, timeframe for completing learning plans, and timeframe of course.)	
22.	Includes expectations for interacting such as suggestions/instructions for handling e-mail, attachments, document exchanges, virus and e-mail filters.	

Standard 5: Syllabus – An appropriate Syllabus is available online and contains all of the required components.

23.	Includes a course description	
24.	Includes required and recommended textbook(s) and materials.	
25.	Includes calendar of events and a timeline of due dates for any activities, for example; assignments, assessments, and scheduled synchronous online chat/discussions.	
26.	Includes Instructor contact information.	
27.	Includes a grading plan that explains the grading scale.	
28.	Explains online participation requirements.	
29.	Includes prerequisites statement, where applicable.	
30.	Provides Special needs services contact information.	
31.	Provides virtual office hours or contact availability.	
32.	Provides Hardware and software requirements or a link to them.	
33.	Provides Technical support contact including hours available.	

Standard 5: Syllabus – An appropriate Syllabus is available online and contains all of the required components.

34.	Includes a statement about the consequences of plagiarism and guidelines for citing copyrighted material according to a standard format (e.g. APA, MLA)	
35.	Contains a copyright statement that identifies the owner(s) of the course and the source(s) of the materials students are about to use.	

Standard 6: Learning Plan Components- Performance expectations for learning plans are provided. Coherent and complete directions and materials adequately prepare the learner for the assessment.

Learning Activities/Objects apply to one or more of the Principals of Good Practice (AAHE, 1987)

36.	Contains competencies and performance standards/outcomes.	
37.	Contains guidelines and clear instructions for completing assignments and discussion.	
38.	Provides access to library resources in learning plans, where appropriate.	
39.	Provides direct link in the learning activities to learning materials/objects or clearly describes where these are located.	
40.	Provides expectations/guidelines for reciprocity and cooperation among students (where collaborative learning is an appropriate component).	
41.	Adequately prepares learner for the assessment through instructional materials and activities.	
42.	Enhances learning through visual, kinesthetic, and/or auditory activities.	

Standard 7: Assessment Components - Student performance is based on intended learning outcomes.

43.	Consistent with course competencies and activities, are varied in type, and measure the achievement of stated objectives and competencies.	
44.	Selected for the online learning environment and appropriate for the course.	
45.	Contains clearly explained methods for appropriately submitting assessments.	

Standard 7: Assessment Components - Student performance is based on intended learning outcomes.		
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46.	Provides scoring guides and/or rubrics for assessments	
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Standard 8: Measure the Effectiveness of Online Learning/Measure the Satisfaction of Online Learning.		
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47.	Provides opportunity for student feedback	
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**Curriculum Project Assignment
Online Conversion**
(Request for Payment)

Please Print

Date: _____ Phone No: _____

Developer: _____ COSMO ID: _____

Department: _____ email Address: _____

Administrator: _____ Campus: _____

Course Number: _____ Title: _____

Semester that course will be scheduled: _____

Name of Division's Online Instructional Technology Support liaison:

Project Stage	Timeline
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I acknowledge that course conversions utilizing a course cartridge or any part of a cartridge may qualify for no payment or partial payment.

Developer Date Associate Dean Date

Dean Date Provost Date