

## Process for Converting Existing Courses to an Online Format

*Updated January 2019*

### Directions for submitting forms:

1. **Form A** - Online Conversion Proposal-submit to Director of Curriculum, Instructional Support: (P. Pamela Holt). It will then be reviewed by the Provost and returned to the Associate Dean.
2. **Form B** –Curriculum Development Proposal (complete along with Form A, **only** if this is a new course), send to Curriculum Manager: (LeeAnn Mikula).
3. **Form C** - Curriculum Project Assignment submit to your Associate Dean.
4. **Form D** - Quality Matters checklist for Online Course Approval Form use as guide when meeting with the Faculty Support Liaison. When complete submit to Director of Curriculum, Pam Holt, along with Form E.
5. **Form E** - Request for Payment submit to Director of Curriculum after Quality Matters review is complete.

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 (if new course) and 3) Curriculum Project Assignment-Form C.**

Course conversions will be considered for payment if they meet MATC priorities. 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**

***Distance Learning***  
*Faculty Innovation Center, M201*  
*Milwaukee Area Technical College*  
*700 W. State Street*  
*Milwaukee, Wisconsin 53233*  
*414.297.6735*

## Basic Assumptions:

- The developer is a member of the MATC faculty.
- Selection of the developer is consistent with the MATC-Faculty Appendix.
- Faculty member meets the requirements in the Employee Handbook/Faculty Appendix related to use of the college-supported learning management system and training in the areas of Blackboard and Online Course Design and Development.
- Conversion assignments will clearly identify any intended use of a course cartridge or part of a cartridge (external publisher content). 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 assign a Faculty Support Liaison trained as a Quality Matters reviewer to work with the faculty developer. MATC utilizes the Quality Matters rubric as a guide for development and to evaluate the course. Evaluation happens a couple times throughout the process. You will find more information on the Quality Matters expectations at the end of this document.

## 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 Form (A)*. 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 course development as well as instruction as identified in Faculty Appendix.
- 6) The Associate Dean and faculty developer jointly complete the *Curriculum Development Proposal (if new course)* 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 (with copies sent to the Director of Distance Learning) for approval. The Manager of Online Support Services will be notified to assign a faculty support liaison to the project.
- 7) The developer informs the administrator of the college's Learning Management System, Blackboard of the need for a *Department Master shell* in the LMS.

- 8) The developer is required to use the *Quality Matters Rubric* (found at the end of this document), as a guide and works with the School's Faculty Support Liaison who will provide feedback and assistance throughout the development process.
- 9) The Faculty Support Liaison will be notified by the developer when they feel the course is ready for review. The Faculty Support Liaison will review the course according to the Quality Matters Review Checklist. Note: a course must earn 84 points out of 99 or 85% to pass review- this score is not expected until the course has been taught and revised at least once. The Faculty Support Liaison will provide suggestions to the developer on those areas that need improvement.
- 10) 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.
- 11) The *Quality Standards for Online Courses* (Form D), which includes the *Request for Payment* is submitted to the Dean and then to the Director of Distance Learning for approval.
- 12) Disputes with respect to proposal approval, project assignment and project payment will be resolved through a meeting with the Provost (or designee) and an employee advocate.
- 13) Within one semester of the course conversion completion, the Associate Dean collaborates with the School's Faculty Support Liaison to review the course and finalize the Quality Matters review.

Copies of the Quality Matters Rubric are available in this document and in the Faculty Innovation Center (FIC), M201.

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. The Online Quality Council meet regularly to review the feedback and recommend appropriate changes to the process used by the college.

<b>Resources</b>		
Development of Courses in an online format (process)	P. Pamela Holt, MET Director, Distance Learning <a href="mailto:holtp@matc.edu">holtp@matc.edu</a>	(414) 297-7613
Course Design and Quality Check	School-Instructional Support Faculty Liaisons (see list posted in FIC and on <a href="http://tlc.matc.edu">tlc.matc.edu</a> )	
Blackboard Support and Instructional Design	Megan Hamilton Educational Assistant, Web Enhanced Instruction <a href="mailto:hamiltml@matc.edu">hamiltml@matc.edu</a>	(414) 297-8372
	Kameal Love Educational Assistant-Web Enhanced Instruction <a href="mailto:Lovek2@matc.edu">Lovek2@matc.edu</a>	(414) 297-8937
Blackboard Login Questions	Helpdesk	(414) 297-6541

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**FORM A:** *Route to Director of Distance Learning*

Online Conversion Proposal

*Please Print*

Phone No: \_\_\_\_\_

Initiator: \_\_\_\_\_

COSMO ID: \_\_\_\_\_

Department: \_\_\_\_\_

email Address: \_\_\_\_\_

Administrator: \_\_\_\_\_

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

**FORM B:** Route to Curriculum Manager

### Curriculum Development Proposal

(Complete **only** if new course)

Please Print

Developer: \_\_\_\_\_ Phone No: \_\_\_\_\_

Department: \_\_\_\_\_ COSMO ID: \_\_\_\_\_

Administrator: \_\_\_\_\_ email Address: \_\_\_\_\_

Campus: \_\_\_\_\_

Course Number: \_\_\_\_\_ 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. The use of WIDS software is required, where applicable.*

- 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/revise 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

#### Reviewed by Curriculum Manager:

- Consistent with WIDS instructional design theory

#### Concept Approval

#### Final Approval of Proposal

\_\_\_\_\_  
School CLA Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Manager

\_\_\_\_\_  
Date

Associate Dean \_\_\_\_\_ Date \_\_\_\_\_  
FORM C: Route to your Associate Dean

Dean \_\_\_\_\_ Date \_\_\_\_\_

### Curriculum Project Assignment Online Conversion Plan

Please Print

Date: \_\_\_\_\_ Phone No: \_\_\_\_\_  
 Developer: \_\_\_\_\_ COSMO ID: \_\_\_\_\_  
 Department: \_\_\_\_\_ email Address: \_\_\_\_\_  
 Associate Dean: \_\_\_\_\_ Campus: \_\_\_\_\_  
 Course Number: \_\_\_\_\_ Title: \_\_\_\_\_  
 Semester that course will be scheduled: \_\_\_\_\_  
 Name of School's Faculty Support liaison: \_\_\_\_\_

Project Stage	Expected Completion Date
1. Course Conversion draft	
2. Quality Matters review from Faculty Support Liaison (allow three weeks after notifying Liaison-course is ready for review)	
3. Course delivered	
4. Finalization of Course Conversion (after Faculty Support Liaison conducts final review-one semester after course has been taught)	
5. Request for Payment	

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Online Course Conversions are considered modifications to existing courses and are paid at 2% per credit and at Class 3/Step 3.

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

_____ <i>Developer</i>	_____ <i>Associate Dean</i>
_____ <i>Date</i>	_____ <i>Date</i>

Dean

Date

Provost

Date

**FORM D:** To be completed by School Faculty Support Liaison. When complete – send to Director of Distance Learning

## Quality Matters Standards for Online Courses and Evaluative Guide

Please Print

Phone No: \_\_\_\_\_

Developer: \_\_\_\_\_

COSMO ID: \_\_\_\_\_

Department: \_\_\_\_\_

Email Address: \_\_\_\_\_

Liaison: \_\_\_\_\_

Campus: \_\_\_\_\_

Course Number: \_\_\_\_\_ Title: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

**Directions to Evaluator:**

Learning from a distance requires that each course apply specific criteria to ensure that the course meets high 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 Quality Matters Rubric and to make recommendations based on that review. This guide presents the required criteria appropriate for online delivery. Recommendations may include approval as is or suggestions for revisions to the course to meet the standards.

**Process:**

1. Use the Quality Matters Rubric evaluation form on the following pages to review each course.
2. If the course does not meet standards, work with faculty developer to ensure quality standards are met.
3. Sign the Approval Sheet (last page of Quality Matters Evaluation), and submit to the Director of Distance Learning.

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Request for Payment of \$ \_\_\_\_\_ • \_\_\_\_\_

**Development Completed**

\_\_\_\_\_  
Developer Date

\_\_\_\_\_  
Associate Dean Date

**Approval for Payment**



\_\_\_\_\_  
*Dean*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Provost*

\_\_\_\_\_  
*Date*

**FORM D:** *Route to Faculty Support Liaison for QM Review*

## Quality Matters Review for Online Courses

*Please Print*

Evaluation Date: \_\_\_\_\_

Faculty Developer: \_\_\_\_\_

COSMO ID: \_\_\_\_\_

Department: \_\_\_\_\_

Email Address: \_\_\_\_\_

Associate Dean: \_\_\_\_\_

QM Reviewer: \_\_\_\_\_

Course Number: \_\_\_\_\_

Title: \_\_\_\_\_

Credits: \_\_\_\_\_

Course Description:

General Comments:

Fully Approved \_\_\_\_\_

Approved with Suggestions (indicate suggestions): \_\_\_\_\_

Not Approved at this time (identify specific areas needing improvement): \_\_\_\_\_

**HE** Specific Review Standards from the QM  
Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
<b>Course Overview and Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment and Measurement</b>	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
<b>Learning Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
<b>Accessibility* and Usability</b>	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

\* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.



**Quality Matters Review Checklist for New or Conversion to Online Course**

**Course Name:**

**Course Number:**

**Course Developer:**

**Quality Matters Reviewer:**

**Date Completed:**

<b>General Standards</b>	<b>Specific Review Standards</b>	<b>Possible Points</b>	<b>Points Assessed</b>
<b>Course Overview and Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3	
	1.2 Learners are introduced to the purpose and structure of the course.	3	
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2	
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2	
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
	1.8 The self-introduction by the instructor is professional and is available online.	1	
	1.9 Learners are asked to introduce themselves to the class.	1	
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	
	2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.	3	
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3	
	2.5 The learning objectives or competencies are suited to the level of the course.	3	
<b>Assessment and Measurement</b>	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3	
	3.2 The course grading policy is stated clearly at the beginning of the course.	3	
	3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.	3	
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2	
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2	
<b>Instructional</b>	4.1 The instructional materials contribute to the achievement of	3	

<b>Materials</b>	the stated learning objectives or competencies.		
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3	
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials	2	
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2	
	4.5 A variety of instructional materials is used in the course.	2	
<b>Learning Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	
	5.2 Learning activities provide opportunities for interaction that support active learning.	3	
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3	
	5.4 The requirements for learner interaction are clearly stated.	2	
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives or competencies.	3	
	6.2 Course tools promote learner engagement and active learning.	3	
	6.3 A variety of technology is used in the course.	1	
	6.4 The course provides learners with information on protecting their data and privacy.	1	
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3	
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1	
<b>Accessibility* and Usability</b>	8.1 Course navigation facilitates ease of use.	3	
	8.2 The course design facilitates readability.	3	
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3	
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2	
	8.5 Course multimedia facilitate ease of use.	2	
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2	