New Mexico State University
Alamogordo

Distance Education Guidelines Manual

Updated
October 17, 2016

This manual includes documents that have been developed and approved at various times to support the quality of NMSU-A distance education.

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Overview

[Process for Ensuring Quality of Online Courses](#)

These processes have been adopted to ensure that courses that have gone through a Quality Matters review either remain in line with the review or when necessary a new review is requested. They are also utilized to ensure that master courses are not modified other than in the ways approved through Quality Matters. This process had to be sent to Quality Matters to for approval so that master courses could be utilized.

[Process for Utilizing a Quality Matters Approved Course by another Instructor](#)

This document details what can be modified in a master course when an instructor other than the designer is teaching it. This has been submitted to Quality Matters and must be followed or the Quality Matters approved mark must be removed from all but the originally approved course.

[Checklist to Identify When a New Review is Necessary](#)

This checklist has been provided to assist faculty in knowing when the changes made in a course warrant a new review.

[Homepage Template](#)

All courses taught in either an online or hybrid format must utilize a standard homepage. That homepage can be uploaded to any course by contacting the Instructional Consultant in the Learning Technology Center (LTC).

[Online Instructor Inventory](#)

This inventory will help faculty look at characteristics needed to be an effective online instructor and provides a way to self-assess those characteristics before moving to the online environment. This inventory is a part of the Online Teaching Course which is mandatory for all online and hybrid faculty.

[Online Delivery Standards](#)

In order to have a set of expectation for instructor presence in the online classroom, Online Delivery Standards were adopted. These standards are based on best practices and went through an extensive adoption process that began with faculty. All faculty are expected to follow them.

Online Observation Document

Utilizing the Online Delivery Standards and the requirements to utilize a QM approved course, the online observation document was updated. Per the NMSU-A Faculty Handbook, all full time faculty members should be observed by their supervisor at least every two to three years. Part time instructors are observed at least once every one to two years. It is important that if a faculty member teaches both face-to-face and online courses that the review be alternated between the two.

Pre-Observation Document

In order for faculty to give information to the observer to help in identifying how some of the items are managed in the online classroom, a pre-observation document should be completed by the faculty member before the observation occurs.

Online New Course Development Statement

When a new course is designed, an Online New Course Development Statement must be completed and approved by the division head. This document is imperative so the course can be added to the list of those needing pre-review. Courses that will be taught in the fall must be submitted by June 1, taught in the spring by November 1, and taught in the summer by March 1. Courses will be reviewed and approved to be taught during the following semester, approved as long as suggested adjustments are made to the course before it is taught, or rejected until substantial revisions are made to the course and it passes a pre-review.

List of Approved Courses and the Instructional Format Approved

Courses go through a review as either online or hybrid. If an instructor wishes to teach the course in another modality, another review has to take place. This list will be updated each semester, including the course number, what instructional method was approved, and the instructor who served as the course representative.

Documents

Process for Ensuring Quality of Online Courses

Course Design

- All faculty teaching online will be required to complete training related to design
  - Applying the Quality Matters Rubric (APPQMR) training
  - Canvas training
- All online courses currently taught must go through a QM review
  - All courses will be through a review by Fall 2016
  - All sections will utilize the QM approved course. Within budgetary constraints, faculty may request to have their section go through the review process.
- All new courses will be fully designed according to QM Standards and go through a pre-review process before being taught
  - The *Online New Course Development Statement* must be submitted by the required date
  - The course will be taught online for two semesters and then go through an official QM review
- Ensuring QM approved course is being taught
  - Division Heads and Assistant Division Heads are ultimately accountable for all courses
    - All faculty should utilize the QM approved course in all sections. The only modifications that can be made are those in the "Process for Utilizing a QM approved Course by Another Instructor" document unless approval is obtained for another review.
    - The Course Representative (CR) will be the ultimate authority for the QM approved course. Before changes can be made to the QM approved course by a faculty member, (we understand student assessment may and should lead to minor modifications in a course) the CR would need to be consulted to ensure the QM approval.
    - When a new instructor is assigned to teach a course that is QM approved, the division will notify the instructor of the necessity to teach the QM approved course or will notify the Director of Online Quality assurance of the need to put another section through a QM review (at the expense of the division) which would then go through the pre-review process.
  - The Online Quality Assurance office will check each semester to ensure a QM approved course is being taught and will notify appropriate division head and the VPAA if a section does not have QM approval.

Course Delivery

- All faculty teaching online will go through the Online Teaching Course (OTC)
- All faculty who teach online courses will be observed by his/her supervisor
    - during the first semester of teaching online if new to NMSU-A or new to online teaching
    - through their online courses at least every other review cycle per NMSU-A procedures

Faculty Pool (adjunct instructors)

In order to ensure quality in online teaching, NMSU-A requires all faculty teaching online courses to have the following credentials prior to hiring to teach online courses (may need to take refresher courses annually until hired to remain eligible for hiring):

- Appropriate degree credentials (As approved through Division and VPAA)
- Successful completion of the following at no cost to the participant if taken through NMSU-A
    1. Canvas course or have taught online utilizing Canvas for at least two semesters
    2. Online Teaching Course (OTC)
    3. Applying the Quality Matters Rubric (APPQMR) course

Process for Utilizing a QM Approved Course by another Instructor

Once a course has gone through the QM process, all other sections of that course should be using the Quality Matters approved course. Gary does have a copy of the approved course; however, if it has been a semester since that course was approved, there is a chance links may no longer work and that minor changes have been made as the Course Representative (QMs terminology for the person who designed the course) reviews the comments of the review team. For those reasons, the best way to get the course is to have the Course Representative add the other instructors teaching it as designers and then they will have access to upload it to their own sections. Or, the other option is for Gary to upload the version we have saved from the actual review.

Per Quality Matters, the following changes can be made and still preserve the QM approval:

- Standard 1.4: Regarding course and institutional policies with which the student is expected to comply includes any instructor-specific policies, for instance, late submission of assignments policies.

- Standard 1.8: The instructor introduction corresponds to the new instructor and is appropriate.

- Standard 3.2: If a different grading policy is in use by the unique instructor of the course, the grading policy is stated clearly.

- Standard 3.3: If different evaluation criteria are provided by the unique instructor, the evaluation criteria are specific, descriptive, and tied to the course grading policy.

- Standard 5.3: Regarding instructor turn-around times for email, discussion board involvement, and return of graded assignments.

Another area that could be changed would be to replace lecture videos by one instructor with equivalent lectures by another instructor. Overall, however, the basic content must stay the same.

It is important when a QM approved course is taught by another instructor other than the Course Representative, that we request approval to utilize the QM logo on the course for the additional instructor. To do that, we need an email statement from the instructor of exactly what was modified in the course. We take that and submit a request to QM to get approval to utilize the logo for the additional instructor.

It is imperative that we get this approval for all sections of all courses taught. If the instructor makes changes not listed above, the course will need to go through its own Quality Matters review. In that case, I need notice of that so I can include that section in the review rotation so it is approved before the end of year 3.

Do I Need a New Quality Matters

- Has it been 5 years since the last review?
- Have you made substantial changes to the course-level objectives?
- Have you adopted a new textbook other than simply moving to a new edition?

If you answered "yes" to any of these questions, you need a new Quality Matters™ Review. Notify the Director of Online Quality Assurance of the need for a new review.

- Have you started using or stopped using publisher materials?
- Have you made any change to any course- or module-level objectives?
- Have you made any changes in assessment?
- Have you added or deleted any assessments?
- Have you deleted any instructional materials?
- Have you made any structural changes to course design?

A review may be needed. Contact either the Director of Online Quality Assurance or a member of the Online Quality Assurance Team.

- Have you made changes that clarify instructions for students?
- Have you added course materials to keep the course current or supplement instruction?
- Have you added innovative technology such as lectures, videos, presentation software, publisher enhancements, etc.? (Remember to get videos captioned.)
- Have you personalized information?
- Have you updated policies? (The Delivery Standards must be upheld.)
- Have you substituted one problem for a different one that is equal in content, such as different numbers in a math problem, etc.?

Unless it is a master course, you do not need a new Quality Matters™ review! These types of changes show continuous improvement and should be made regularly in your course!

Homepage Template

All courses that are taught either in online or hybrid format must utilize this homepage. The template homepage can be obtained by contacting the Instructional Consultant through the Learning Technology Center.

No modifications can be made in size, font, layout, etc. above the light gray line. The faculty member may customize the page below the gray line, but above the words "The first point of contact for questions and concerns in online courses is your instructor."

The appropriate approval mark of the QM approved, QA approved or pre-approved must be located after this information on all courses. That can also be obtained through the Instructional Consultant in the Learning Technology Center.

Online Instructor Inventory

The following self-assessment asks you to look at various attributes that are needed to be a quality online instructor. Be honest with yourself and evaluate whether or not you would be an effective online instructor.

Trait	Yes	No	Notes
I have demonstrated competency in the subject matter.			
I have good keyboarding skills.			
I am technologically literate.			
I have access to a computer and reliable Internet.			
I can troubleshoot minor technical issues and refer to technical support personnel when necessary.			
I am willing to participate in professional development opportunities to keep current with new technologies that will make my course more engaging and current.			
I am willing to stay current with the learning management system being used on the campus to utilize it effectively within the online classroom.			
I understand or know how to locate information on online accessibility.			
I have an understanding or willingness to gain the knowledge on digital copyright, FERPA and ADA in the online environment.			
I have strong time management skills.			
I am willing to and I understand the need to participate daily in an online class since students do not have face-to-face contact with me.			
I am willing as an online instructor to "meet" students at non-traditional times for virtual meetings or phone calls to discuss issues; there may be times, because of work schedules, when they can only visit in the evenings or on weekends other than by email.			
I can sit in front of a computer for at least an hour or two every day to be responsive to my students.			
I am willing to invest the extra time that it takes to teach an online class.			
I am a motivated self-starter who works well without constant supervision.			
I possess strong written communication skills.			
I am comfortable with giving written feedback on assignments.			
I have patience and know that it is sometime tough to explain concepts virtually to some learners.			

I have the ability to explain how to do something in small steps that students can understand.			
I have a sense of humor and can develop an online voice that will demonstrate my personality.			
I have an encouraging attitude and am an encourager.			
I am willing to assess and evaluate student issues differently than in a face-to-face environment. By reading discussion posts, looking at self-check scores, etc., it many become apparent a student needs the instructor to reach out to him/her.			
I am willing to motive students through courses that are highly engaging. Online instructors must develop skills to help students fully engage according to individual learning abilities.			
I am student-centered and flexible, while maintaining high standards.			
I am willing to maintain rigor in my online classroom and not short-change students with "read and test."			
I am willing to assess and evaluate my course each semester to make improvements and maintain continuous quality improvement.			
I have a positive attitude toward distance education.			
I have the ability to control and manage online student disputes.			
I am willing to learn new strategies to help manage my workload.			
I am willing to handle the unexpected. In an online classroom, issues will occur that will never occur in a face-to-face classroom.			

New Mexico State University Alamogordo

Online Delivery Standards

The Instructor actively participates or demonstrates his/her presence in the course on a consistent, weekly basis. The desire is for faculty to model engagement expected of students. Students are more successful when they actively participate in any course. When students see ways in which the instructor is engaging with students, they are more likely to engage with the instructor and their peers. These expectations help create an interactive environment like the one found in a face-to-face course.

In order to achieve this best practice, the instructor will:

- Delivery Standard 1 - Respond to student email within 48 hours during the scheduled work week for a full-term course or within 24 hours for any short-term course*.

  It is understood that faculty have non-traditional work hours, especially adjunct faculty. The goal of this standard is flexibility, but consistency. It is within acceptable practice for an instructor to "work" Tuesday through Saturday, for instance, as long as an instructor's workweek is clearly defined for students.

  If an email is received on a Friday, then a response is expected by Monday of the following week. If an instructor has an alternate schedule, which provides for a nontraditional work week, this should be clearly explained to students at the beginning of the semester.

- Delivery Standard 2 - Utilize a help forum and respond within 48 hours or 24 hours during any short-term course*.

  Best practice for online instruction encourages the use of "help" forums and other forms of open, threaded discussion. These forums can be helpful for both students and instructors, as often students answer questions for each other. Regular participation on a "help" discussion by the instructor can mediate many forms of course questions as well as notify an instructor when something in the LMS has not worked as expected. This equates to in-class question/answer sessions. Students ask open questions to an instructor and all students have access to that question as well as the answer.

- Delivery Standard 3 - Communicate in a constructive and supportive manner.

  It is understood that email between a student and an instructor is private, particularly in order to protect student privacy rights. However, constructive and supportive communication can be provided in open help forums as well as in announcements. Best practice encourages multiple forms of communication within a course, and this communication should be professional, constructive, and supportive.

- Delivery Standard 4 - Provide meaningful feedback within 1 week of an assignment due date. This time should be adjusted in a short-term course*.

  Timely feedback is important in order for students to progress through a course. Not all assignments can be graded in a single week; this is dependent upon the size of the class and the complexity of the assignment. However, an instructor can give meaningful feedback in a timely manner which may include announcements on how grading is progressing, reasons for delayed grading, and general feedback to the entire class regarding assessment after grading is complete.

- Delivery Standard 5 - Provide formative feedback that supports progress toward summative projects when necessary.

  In any course, it is detrimental for students to work on projects or course content that has summative components without having feedback from their instructor on earlier work. For instance, a mid-term or final exam is generally precipitated by earlier assignments and/or discussions. Students should receive feedback so they can make appropriate changes as they prepare for summative projects. This feedback can come in many forms: comments on quizzes, quizzes with multiple attempts, non-graded quizzes, revision opportunities, peer review which includes instructor comments, or individual feedback and coaching via email.

- Delivery Standard 6 - Communicate to the entire class weekly. This time should be adjusted for a short-term course*.

  Best practice in online instruction supports engaging and ongoing communication between the instructor and an entire class. It is not always necessary to communicate elaborate information weekly, but some consistent communication should come in the form of weekly announcements or regular class updates.

- Delivery Standard 7 - Encourage regular interaction between students.

  It is impossible to replicate the kind of interaction students experience in a face-to-face class in an online environment; however, attempts should be made to create student-to-student interaction. Interaction among students can support learning objectives, create meaningful exchange of ideas, and provide an enriched experience for students as they work through course material. Student-to-student interaction can come in the form of threaded discussion, peer review, team projects, and open forums.

*Short-term course would include any course 8 weeks or less.

Biography

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OBSERVATION OF ONLINE CLASSROOM PERFORMANCE

Instructor: _____   Observer: _____

Course Number/Title: _____   Date: _____

If you are not the designer of the course, the observation will consist of wording of interaction with students, wording of announcements, responses to student questions in course discussion venues, response time to emails, etc. If you are the designer of the course, design will also be considered in evaluating the attribute. Your response to comments made on the Pre-Observation Worksheet will also be considered.   Observation will be reviewed no earlier than the third week of the course.

Part I – Delivery Standards. Please check only one score for each attribute.			
Standard	Yes	No	Comments
1. Responds to student email within 48 hours during the work week.			
2. Utilizes a help forum and responds within 48 hours.			
3. Communicates in a constructive and supportive manner.			
4. Provides meaningful feedback within 1 week of an assignment due date.			
5. Provides formative feedback that supports progress toward summative projects when necessary.			
6. Communicates to entire class weekly.			
7. Encourages regular interaction between students.			
8. Demonstrates competence in subject matter.			

Revised and final approval from Academic Council 12-16-15

Part II – Design Standards. Please check only one score for each attribute. (85% rule applies)			
Attribute	Yes	No	Comments
9. Instructional materials are varied and current.			
10. Objectives are appropriate and measurable.			
11. Assessments align to objectives.			
12. Course navigation is easy to follow.			
13. Is the QM Course being used?			

Part III. In a few words, answer each of the following questions as objectively as you can.
1.   How could the instructor improve his/her delivery?
2.   What was the instructor's greatest contribution to student success?
REMARKS:

_____   _____   _____   _____
         Instructor   Date   Observer   Date

PRE-OBSERVATION DOCUMENT FOR ONLINE COURSES

Instructor: _____   Observer: _____

Course Number/Title: _____   Date: _____

In order to help assess quality instruction in online courses and give the observer background knowledge to contextualize the course, please complete the following:

1. Who designed the course?

2. Has this course gone through a Quality Matters™ review? If yes, was the review internal or external?

3. If the course has gone through a QM review and you were not the Course Representative, what modifications have been made in the course?

4. Instructional materials need to be reviewed by the supervisor. If materials are not directly linked in the course, provide access information (access codes, textbook citations, etc.) for online and all hard copy materials here.

5. Are there any synchronous components included in the course? If yes, please describe or explain. Is this mandatory?

6. In what ways do you interact with the students (comments on assignments, announcements, email, etc.) and how frequently? Include interactions within and outside of Canvas.

7. How do you provide meaningful feedback on assignments to students?

8. What ways are provided for students to interact online with the instructor (e.g. email, Q & A style discussion board, etc.)?

9. Beyond computer graded quizzes or exams, how do you give students feedback on their progress through the course?

10. Please provide any additional information that you want to communicate to your supervisor about your course (state or system mandated objectives, professional organization mandates, or anything else that can help the observer understand your course).

11. Is there any particular aspect of the course on which you would like to receive feedback?

Online New Course Development Statement

In order to ensure quality in new course design, a course that is currently not on the review list will have to go through a pre-review before being taught. The course must be completely designed based on the Quality Matters™ Standards and then reviewed by the Quality Assurance Team before it can be taught online.

Courses must be submitted to the Director of Online Quality Assurance by the following dates to allow time for a modified review and instructor adjustments if necessary. There must also be time to notify students of the need to find another course, if the course is not approved to be taught.

> Summer – March 1
> Fall – June 1
> Spring – November 1

This document should be submitted by the faculty member to the Director of Online Quality Assurance by the date listed above.

Course Number _____

Course Title _____

Course Representative (Instructor) _____

Date the course will be taught? _____

Has the course been designed around QM Standards?　☐ Yes　☐ No

Information the Course Representative would like to share about the course to the QA Team:

_____

_____　　_____
　　Course Representative Signature　　　　　　　Division Head Signature

Quality Matters Approved Courses

External, Internal, and Pre-reviewed

As of October 17, 2016

Course Number	Instruction Method	Type of Review	Course Representative
ACCT 200	Online	External	Susan Cook
ACCT 221	Online	External	Susan Cook
ACCT 222	Online	External	Susan Cook
AHS 115	Online	Pre-review	Christine Trapp
AHS 120	Online	External	Karen Sadowski
AHS 202	Online	External	Karen Sadowski
ANTH 115	Online	External	Julia Jorgensen
ART 101G	Online	External	Brian Taylor
ART 101G	Online	External	John Adams
ART 101G	Online	External	Sara Irving
ART 165/CMT 130	Online	External	John Adams
Art 295G	Online	External	Sara Irving
ART 296G	Online	External	Sara Irving
ASTR 105G	Online	External	Robert Klinger
ASTR 110G	Online	External	Robert Klinger
ASTR 110G	Hybrid	External	Robert Klinger
BA 104 / BMGT 110	Online	External	Susan Cook
BA 202 / BMGT 275	Online	External	Sierra Duran
BIOL 101G	Online	Internal	Jennifer Smith
BIOL 101GL	Online	Internal	Jennifer Smith
BIOL 110G	Online	External	Gloria Villaverde
BIOL 111G	Online	External	Gloria Villaverde
BIOL 111G	Online	External	Catherine Hartkorn
BIOL 111GL	Online	External	Gloria Villaverde
BIOL 111GL	Online	External	Catherine Hartkorn
BIOL 211G	Online	External	Catherine Hartkorn
BIOL 211GL	Online	External	Catherine Hartkorn
BIOL 225G	Online	External	Marti Morales-Ensign
BIOL 226	Online	External	Marti Morales-Ensign
BLAW 230	Online	External	Veronique Jarrell-King
BMGT 140	Online	External	Sabrina Pack
BMGT 205	Online	External	Lesia Bryant-Gonzalez
BMGT 210/MKTG 203	Online	External	Sabrina Pack

Course Number	Instruction Method	Type of Review	Course Representative
BMGT 232	Online	External	Karen May
BMGT 240	Online	External	Lesia Bryant-Gonzalez
BMGT 240	Hybrid	Pre-review	Susan Cook
BOT 101	Online	External	Sandra Johnson
BOT 102	Online	Internal	Sandra Johnson
BOT 106/BMGT 216	Online	External	Karen May
BOT 110	Online	External	Karen May
BOT 202	Online	Internal	Sandra Johnson
BOT 203	Online	External	Lesia Bryant-Gonzalez
BOT 205	Online	External	Mary Jo Drake
BOT 207	Online	External	Sandra Johnson
BOT 213/OECS 211	Online	Internal	Vicki Gibson
BOT 214	Online	External	Sandra Johnson
BOT 239	Online	External	Lesia Bryant-Gonzalez
BUSA 111	Online	External	Sherrell Wheeler
C EP 110G	Online	External	Jenna Deinert
C J 101	Online	External	David Overstreet
C J 210	Online	Internal	John Barnes
C J 221/PLS 280	Online	Pre-review	John Whitely
C S 110	Online	Internal	Shaun Scott
CCDM 103 N	Online	External	Sylvia Walker
CCDM 114	Online	External	Carrie Baldwin
CEP 210	Online	Internal	Karen Reid
CHEM 110G	Online	External	Christine Trapp
CMT 115	Online	External	Sara Irving
CMT 130	Online	External	SHARON BAIN
CMT 216	Online	External	Sara Irving
CMT 230	Online	External	Tammy Dodson
COLL 101 (1 Cr)	Online	External	Sonja de Vargas
COLL 101 (3 Cr)	Online	External	Gary Bond
COLL 103	Online	Pre-review	Karen May
COMM 253G	Online	Internal	Karla Flowers
COMM 265G	Hybrid	Internal	James Gallagher
COMM 285	Online	External	Karla Flowers
CS 110	Online	External	Karen May
CS 110	Online	External	Shaun Scott
E S 110G	Online	External	Gloria Villaverde
E T 120	Hybrid	External	Steve Holmes
E T 125	Online	External	Gloria Villaverde

Course Number	Instruction Method	Type of Review	Course Representative
E T 153	Hybrid	External	Steve Holmes
E T 155	Hybrid	Internal	Tammy Dodson
E T 262	Online	External	Tammy Dodson
E T 273	Hybrid	External	Noel Romero
E T 283	Hybrid	External	Steve Holmes
E T 284	Hybrid	External	Tammy Dodson
E T 285	Online	Internal	Matthew Placencio
E T 286	Online	External	Matthew Placencio
E T 290	Online	External	Noel Romero
E T 291	Online	Internal	Matthew Placencio
ECED 115	Online	External	Hayley Lehoski
ECED 125	Online	Internal	Margaret Johnson
ECED 135	Online	External	Margaret Johnson
ECED 235	Online	External	Hayley Lehoski
ECED 245	Online	External	Hayley Lehoski
ECED 255	Online	External	Sherrell Wheeler
ECED 265	Online	External	Joyce Hill
ECON 201G	Online	External	Carrie Baldwin
ECON 251G	Online	External	Carrie Baldwin
ECON 252G	Online	External	Carrie Baldwin
EDUC 181	Online	External	Mary Lutz
ELA 250	Online	External	Rita Eisele
EMD 101	Online	Internal	Mary Lutz
ENGL 111G	Online	External	Colleen Bond
ENGL 111G	Online	Pre-review	Beth Grundhoffer
ENGL 111G	Online	Pre-review	Tanya Allred
ENGL 111G	Online	External	Kathy Roark-Diehl
ENGL 211G	Online	External	Kathy Roark-Diehl
ENGL 218G	Online	Internal	Tanya Allred
ENGL 220G	Online	Pre-review	Grushenka Castanon
FWCE 110	Online	External	Jennifer Smith
FWCE 261	Online	Pre-review	Jennifer Smith
GEOG 112G	Online	Internal	Daniel Webb
GEOL 111G	Online	Internal	Robynn O'Leary
GER 111	Online	External	Sonja de Vargas
GER 112	Hybrid	External	Sonja de Vargas
GER 211	Online	External	Sonja de Vargas
GER 212	Online	External	Sonja de Vargas
GOVT 100G	Online	External	Kim Lopez Gallagher

Course Number	Instruction Method	Type of Review	Course Representative
GOVT 110G	Online	External	Kim Lopez Gallagher
GOVT 150G	Online	External	Kim Lopez Gallagher
HIST 101G	Online	Pre-reviewed	John Haley
HIST 102G	Online	External	John Haley
HIST 202G	Online	Pre-review	Kim Lopez Gallagher
HIST 261	Online	Internal	Peter Eidenbach
HIST 269	Online	External	Peter Eidenbach
HL S 150G	Online	External	Christine Trapp
HNDS 251	Online	External	Christine Trapp
LING 200G	Online	Internal	Julia Jorgensen
MATH 120	Online	External	Carrie Baldwin
MATH 121G	Online	External	Catherine Aguilar-Morgan
MATH 142G	Online	Internal	Rita Eisele
MATH 190G	Online	External	James Edwards
MATH 210	Online	External	Laurie Joslin
MGT-201	Online	External	Susan Cook
MUS 101G	Online	External	Freda Goodman
MUS 201	Online	Pre-review	Freda Goodman
NA 101	Hybrid	External	Becky Ross
NA 115	Hybrid	Pre-review	Becky Ross
OEBM 140	Online	External	Cory Weaver
OEBM 141	Hybrid	Internal	Cory Weaver
OEBM 211	Online	External	Cory Weaver
OEBM 240	Hybrid	External	Cory Weaver
OEBM 241	Hybrid	Internal	Cory Weaver
OECS 110	Online	External	Karen May
OECS 125	Online	External	Sharon Bain
OECS 207	Online	External	Karen May
OECS 209	Online	External	Glenda Elser
OECS 215	Online	External	Shaun Scott
OECS 220	Hybrid	Internal	Glenda Elser
PHYS 110G	Online	Internal	Mike Eydenberg
PHYS 211G	Online	Internal	Mike Eydenberg
PHYS 211GL	Online	External	Robert Klinger
PHYS 212G	Online	Internal	Edmund Sadler
PHYS 212GL	Online	External	Robert Klinger
PL S 160	Online	External	David Overstreet
PL S 180	Online	External	Mary Keith
PL S 200	Online	External	David Overstreet

Course Number	Instruction Method	Type of Review	Course Representative
PL S 203	Online	External	David Overstreet
PL S 231	Online	External	Mary Keith
PL S 274	Online	External	Jamie Kreps
PL S 275	Online	Internal	John Sugg
PL S 276	Online	External	David Overstreet
PL S 277	Online	External	Jamie Kreps
PL S 278	Online	Internal	Jamie Kreps
PL S 279	Online	External	Jamie Kreps
PL S 279	Online	Internal	Mary Keith
PSY 201G	Online	External	Claire Forsmann
PSY 201G	Online	Internal	Claire Forsmann
S WK 221G	Online	Internal	Kristin Butson
SOC 201G	Online	External	Miguel Viscarra
SOC 201G	Online	Internal	Miguel Viscarra
SPAN 111	Online	External	Jose Gonzalez-Gonzalez
SPAN 112	Online	External	Jose Gonzalez-Gonzalez
SPAN 211	Online	External	Jose Gonzalez-Gonzalez
SPAN 212	Online	External	Jose Gonzalez-Gonzalez
STAT 251G	Online	Internal	Rita Eisele
THTR 101G	Online	Internal	Connie Breding