

Empowering Faculty for Quality: A Small College's Collaborative Path to QM Certified Courses

Our Objectives

Identify strategies for improving online course quality through faculty collaboration and professional development.

Describe scalable processes for achieving QM course certification at a small to mid-size institutions with limited instructional design staff.

Share tools, templates, and feedback strategies that enhance consistency in online course design.

Hello, I'm

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QM Connect 2025



Hello, I'm

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QM Connect 2025



Scenario Analysis Preview

At the end of our presentation, we'd like to ask you to share your thoughts about our approach. What would you have done differently? Did other options occur to you while we presented? How would you "approach" our "challenge"?



Hagerstown Community College

Accredited by
Middle States
Commission on
Higher Education
since 1968

Students

- Average age of HCC credit students: 21
- 26% full-time, 74% part-time
- 32% students of color
- 62% female, 38% male
- 83% Maryland (77% from Washington County), 12% from PA, 4% from WV, 1% other/out-of-state)

Enrollment

- 5,000+ credit students annually
- 5,000+ non-credit students annually
- 900+ area high school students

Current Credit Faculty

- 77 Full-time
- 155 Adjunct
- 146 Dual-Enrollment

Course Modalities (25/FA)

- 67% Lecture
- 8% Hybrid
- 25% Web (Online)

100+
programs
of study

9 fully online
Associate degree
programs
2 fully online
Certificate
programs

Maryland's
first
community
college
founded in
1946



Our “Challenge”

Hagerstown Community College is a small higher education institution, with a goal of improving our online course offerings through achieving at least 50 QM certified courses by Fall 2026. Currently, we offer 26 QM certified courses, which is the highest in the state of MD. With nearly 25 left to go in about a year, we must accelerate our timeline considerably.

How we got here



'19-'20

Search for new LMS completed shortly before emergency pandemic shutdown

Courses are transitioned rapidly leading to inconsistencies



'21-'22

"Master Classrooms & QM" initiative launched and process shared with faculty

First official templates developed with full-time faculty volunteers



'23-'24

Title III grant funding allocated to improve quality in 50 online courses

College President announces support of initiative



'25

Attain the highest number of official QM certifications than any other institution in Maryland

Working towards goal of certifying all general education courses offered online

Our "Approach"



- Garnered college-wide support through public acknowledgement from senior leaders, and constant communication through a shared space available to both faculty and staff.
- Developed an incremental Master Classroom (MC) process to prepare our courses for QM review.
- Adopted an annual process of continual improvement using the feedback from our peer-reviewed courses to revise faculty resources and templates.

The Role of the Title III Grant

Title III Grant Funds support the following accomplishments:

- Onboarding of academic support staff
- Training faculty in Quality Matters
 - 100% of full-time faculty who taught courses in the WEB format received official QM training
- Covering the cost of our "challenge"
 - Quality Matters membership
 - Faculty stipends
- Other Quality Matters professional development opportunities

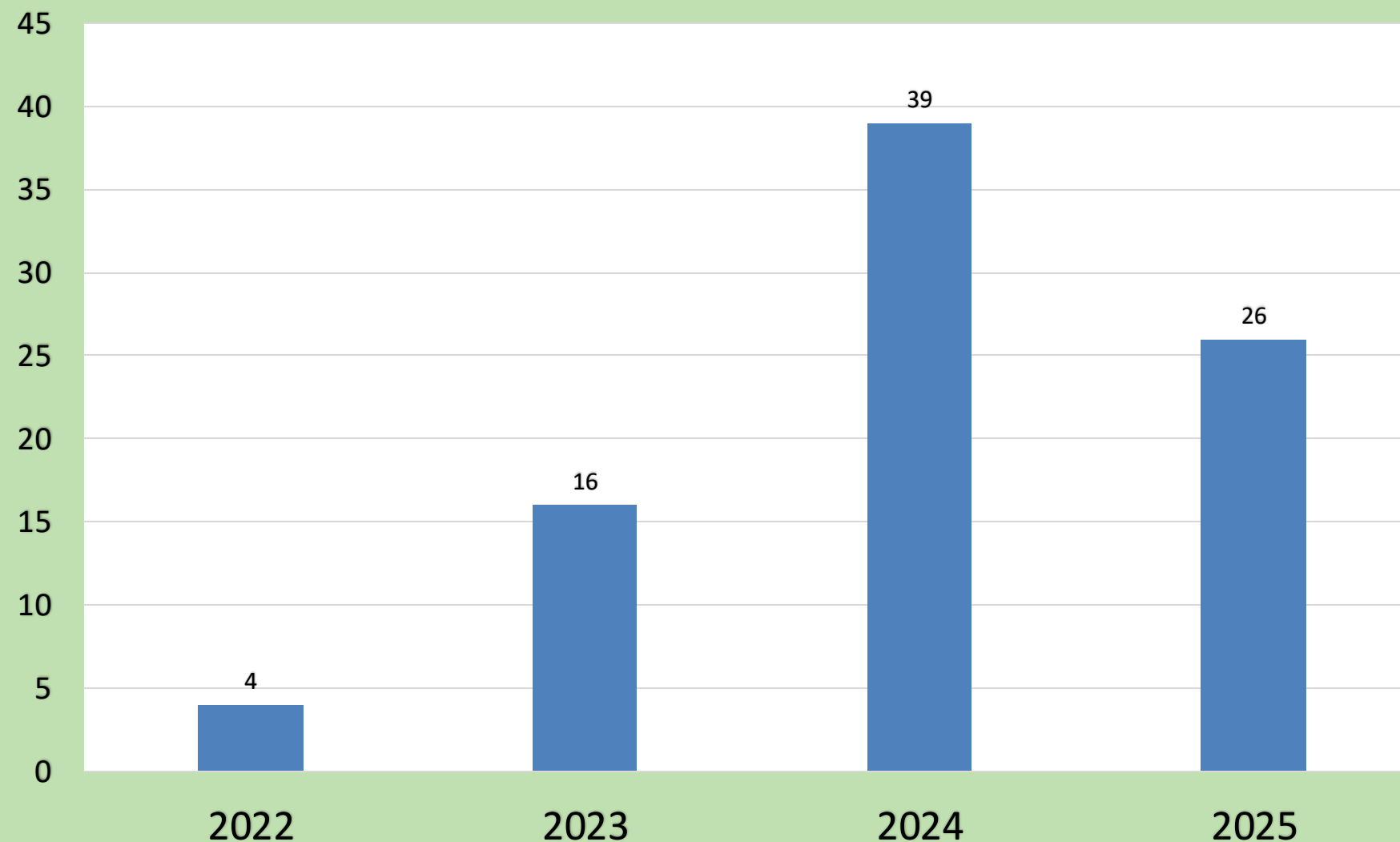


Master Classrooms Development Process

Master Classrooms

Creating a Master Classroom (MC) is a process where the faculty prepares a course for future use and is a step toward meeting QM standards.

Master Classrooms Completed & Approved per Year



First Meetings



Feedback Review



Course Editing



Final Approval



First Meetings



- Setting the tone – a partnership!
- Faculty buy in – Why are we doing this? To help learners!
 - Universal Design for Learning reduces cognitive load on learners by improving consistency
 - Includes well-developed syllabus, learning materials and assessments
 - Effective communication by faculty to learners
 - Meeting accessibility requirements
- Understanding the goal – a QM certified course!

[Guidebook for Distance Learning](#)

Feedback Review

Master Classroom Review Document (Appx. A)

- Checklist style with comments
- Aligned to Guideline for Online Course Management
- Comments given are specific, constructive, and based on evidence found in the course

Master Classroom Template Review

Course Reviewed: Professor: Date of Review:

Master Classroom Preparation Checklist

1. ☐ A sample/example of an initial welcome announcement is available to students and includes navigational course directions. (GOCM2)
2. ☐ Weekly announcements are drafted, or example announcements are available. Announcements are not used to deliver course content. (GOCM3)
3. ☐ The “Contact Information” area includes the instructor’s contact information, office hours, biographical information, and teaching philosophy, or placeholder labels for these areas. (GOCM1&4)
4. ☐ If an optional welcome module is used, it is the first module in the Table of Contents and named

Course Editing

- Both faculty and instructional designers edit the course
- Templates have been created to assist with consistency and meet the QM standards

Accessibility and Privacy

This course uses several Learning System Management tools and other third party publisher tools listed below. You can find the links to each of these tools' accessibility and privacy statements by visiting HCC's a full list of [Accessibility and Privacy statements](#).

LMS tools:

- Brightspace D2L
- Blackboard Ally
- ReadSpeaker

Content tools:

- Adobe
- Microsoft Office 365
- SoftChalk

Video streaming tools:

- Panopto
- YouTube

Citation/Reference Page

[DELETE BEFORE PUBLISHING: Delete this note and all other highlighted instructions before making this page visible to your learners. This template only includes APA examples. However, you may use the citation style appropriate to your discipline. To begin, replace all examples with items in the course that need to be cited. For each of your cited items, please state its location within the course. If any of the six categories below do not apply, simply enter "N/A" for that section.]

1. PowerPoints **[DELETE BEFORE PUBLISHING: Cite all PowerPoints used in the course, including those that are self-authored. If citation information is already included in the PowerPoint, simply reference it here.]**
 - Examples:
 - Located in Week 6 - Auldridge, Angie, (2024). Connecting with your support team! PowerPoint. [Unpublished].
 - To view citation information for Chapter 1 Lecture PowerPoint, please visit the final slide for copyright/citation information; -or-
 - Citation information for all Weekly Chapter Lecture PowerPoints is located on the final slide of each PowerPoint.
 - Permission obtained **[DELETE BEFORE PUBLISHING: Choose from the following options, then delete the alternatives and this instruction.]** OER/OpenSource/Publisher/Self-Created/Approval Pending
2. Videos **[DELETE BEFORE PUBLISHING: List all video citations and their locations here. Alternatively, you may simply include the citation within the video description area. If you choose the second option, simply reference it here.]**

[D2L Learner Guide](#) (SRS 7.1, 8.1)

SoftChalk lesson for new HCC students about our LMS

[Inclusive Access Program](#) (SRS 1.1, 7.3)

Video on low cost materials

Accessibility and Privacy Statement Templates (SRS 6.4, 7.2, 8.7)

HTML Webpage & Document Template (Appx. B) and [SoftChalk lesson lists](#)

Citations/Reference Templates (SRS 4.3)

HTML Webpage & Document Template (Appx. C)

Master Classroom Repository (SRS 1.8, 1.9, 5.3, 8.1, 8.2,)

Instructor D2L resource course includes examples of course design, samples of statements, and discussion prompts

Final Approval

- A final review is conducted by the Dean of Academic Innovation and Instructional Technology
- Faculty and instructional designers edit courses with updates if needed
- Faculty receive stipends and internal recognition through the monthly faculty newsletter



Master Classrooms completed for 10 courses across the curriculum



Congratulations to HCC faculty members on recent completion of Master Classrooms!

_____ professor of biotechnology, developed a Master Classroom for **BIO-106, The Unity and Diversity of Living Things**, an introductory life science course with laboratory for non-science majors. Students learn about the cell biology and biochemistry common to all living things, as well as the genetics, bioenergetics, evolutionary relationships and ecological niches of major organism groups. Blank also developed a Master Classroom for **BIO-112, Biology of Disease and Pandemics**. The course explores the biological principles of infectious diseases, factors that influence disease spread, and the development of scientific mechanisms and public health measures to reduce the spread of disease.

_____ assistant professor of digital media communications, developed a Master Classroom for **GDT-112, Digital Tools**. This entry level hands-on course introduces students to digital graphics tools. Aspiring designers, graphic artists, illustrators, web designers, and videographers use state-of-the-art computers and software to learn

Quality Matters Certification Process

Quality Matters Certification

Once the MC process is approved, the QM development process begins. Every course is prepared differently, depending on the instructor, but we follow similar big steps to the MC development process.

The main goal (outside of certification) is to ensure that instructors feel supported and confident.



Initial Communications



Unpacking Feedback



Course Preparation



External Review



Edits or Final Preparation



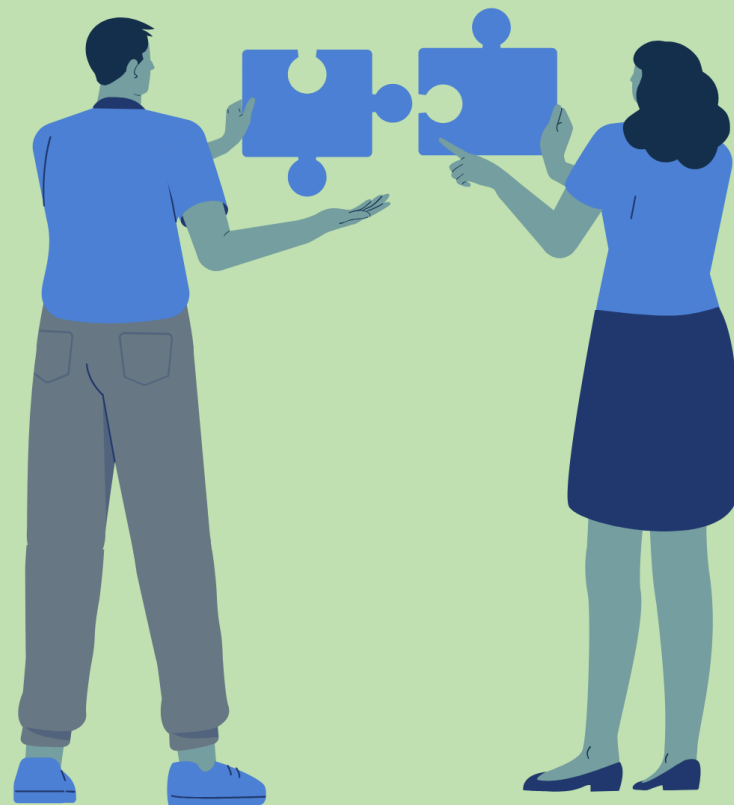
Initial Communications

Internal process

- Warm hand-off

Initial communication

- Friendly email



"Magic Phrases"

- "I will not be doing anything other than looking at your course, so **absolutely no changes will happen.**"
- "This in-house review mimics the official QM review process, so you will be completely prepared!"
- "You need to do nothing during this step."

Linked Additional Resources Course

- In the meantime, if you'd like to peruse the *Master Classrooms & Quality Matters Resource* course, it goes over the basics of the QM process.

Unpacking Feedback – How it Began

General Standards	Specific Review Standards	Met	Not Met	Results
Course overview & Introduction (1.*)	1.1 Instructions make clear how to get started and where to find various course components. Essential Standard	3		Yes
	1.2 Learners are introduced to the purpose and structure of the course. Essential Standard	3		Yes
	1.3 Communication guidelines for the course are stated clearly.	2		Yes
	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		Yes with suggestion
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2		Yes with suggestion
	1.6 Technical skills and digital information literacy skills expected of the learner are clearly stated.		X	Please see suggestions tab
	1.7 Required prior knowledge in the discipline and/or any required competencies are clearly stated in the course site.	1		Yes
	1.8 The self-introduction by the instructor is welcoming and available in the course site.	1		Yes
	1.9 Learners have the opportunity to introduce themselves.	1		Yes with suggestion
Learning Objectives (Competencies) (2.*)	2.1 The course learning objectives describe outcomes that are measurable. Essential Standard	3		"Mandated by the institution"
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. Essential Standard		X	Please see suggestions tab
	2.3 Learning objectives are clearly stated, are learner-centered, and are prominently located in the course. Essential Standard		X	Please see suggestions tab

- Sharing the entire In-House Review document



Unpacking Feedback – Emphasizing Collaboration

SRS	Suggestion	Example	Link
3.3	There are some opportunities to make clearer the connection between points and grades in the rubrics by leveling the rubrics on an A, B, C, D, F scale. I am happy to recreate these for your approval.	The discussion Board Rubric (V2) is a good example of a rubric that is leveled by letter grade.	<i>Division Learning Hub Rubrics Repository gets linked here.</i>
4.3	We have a citations template that will need to be filled out and placed in the Additional Resources module. I am happy to update this in the course.		<i>Citations Template example gets linked here.</i>

Share only:

- the missed standards,
- suggestions
- who can be responsible for making the changes

More "Magic Phrases"

"I am happy to make this change and send a mock-up for your approval."

"We have a template for this; I am happy to place it in the course."

"Let me know when you have time to discuss this review and our next steps. I work at your pace, so I am available for you when you are ready."

Recommending Templates

- Linking and using templates allows us to:
- Ensure a common learning experience in our online courses
 - More quickly develop online courses for QM certification
 - More effectively pass the QM external review

[Netiquette Guide for Online Communication](#)

(SRS 1.3, 5.4)

Developed in collaboration with our HCC Librarians

Respondus Page (Appx. D)

(SRS 1.5)

Developed in collaboration with our helpful faculty members

Rubrics (SRS 3.3)

Developed in collaboration with Writing Across the Curriculum group

Universal Syllabus Template (Appx. E)

(SRSs: 1.2, 1.4, 1.5, 1.6, 1.7, 3.2, 3.6, 5.3)

Course Preparation

- Course preparation is highly individualized, and no one prep is like another.
- I will use a separate QM course section to make changes and send them to the instructor for their feedback.
- The items listed to the right are items that we use in all of our courses.

Course Map
(SRS 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1)

Welcome Announcement & Navigation Directives
(SRS 1.1, 1.4)

Active Engagement
(SRS 5.1, 5.2)

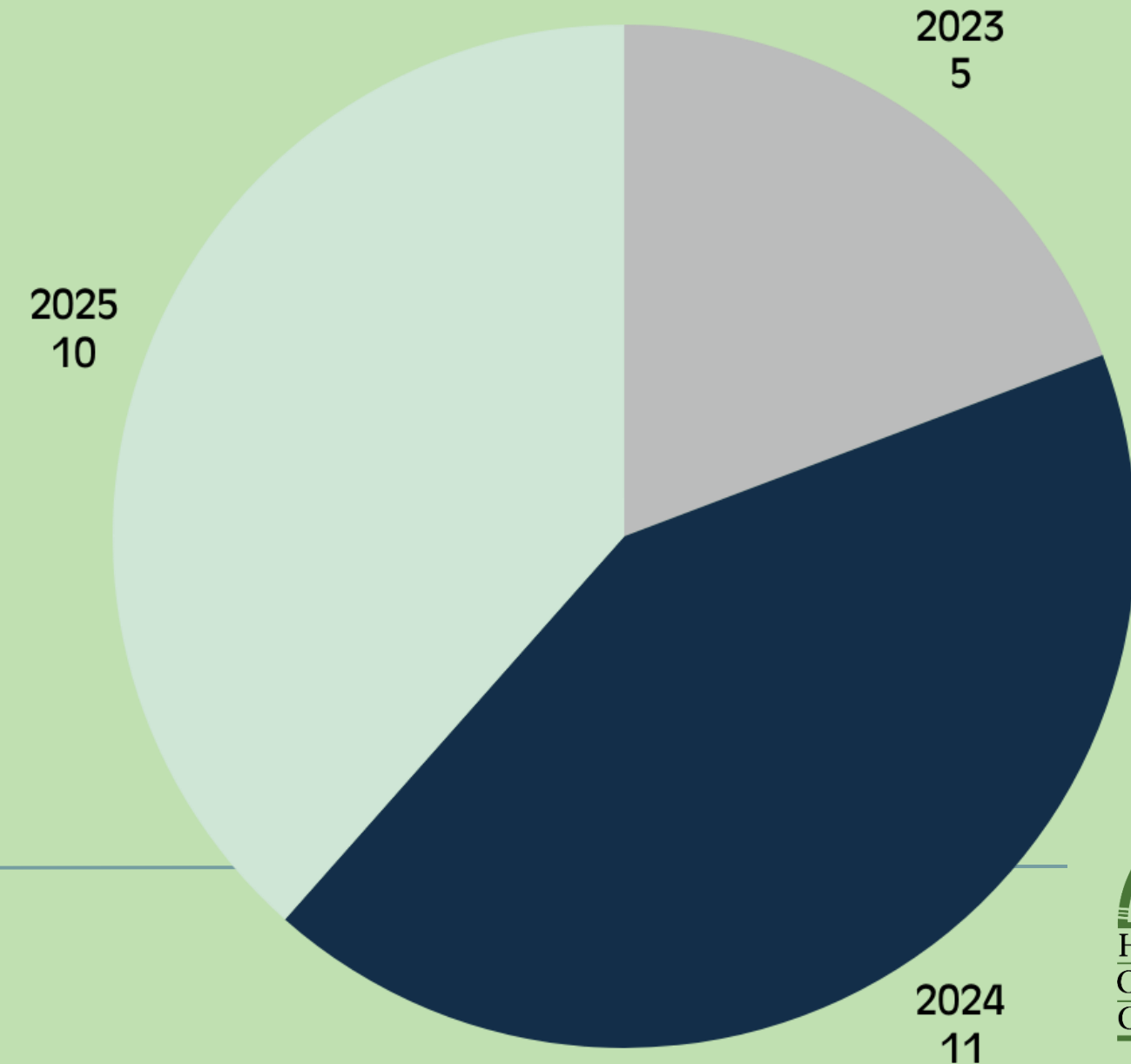
SoftChalk, Nearpod, Discussions

Faculty Introduction Template
(SRS 1.8)

External Review Edits or Final Preparations

QM Certified Courses by Year

- Celebrations! Even if a course does not pass the first time, we celebrate the body of feedback we receive and make changes as a team.
- Once courses pass, they are celebrated publicly on our [Quality Matters at Hagerstown Community College](#) page, in our monthly institutional newsletter, and on our "QM Wall" in the Fletcher Faculty Development Center.





HCC's Quality Matters Wall of Fame

QM Connect 2025

Scenario Analysis Discussion

We asked you to plan to share your thoughts about our approach. What would you have done differently? Did other options occur to you while we presented? How would you "approach" our "challenge"?



Credits



for this presentation template

Pexels, Pixabay, Sketchify

for the photos, graphics, and elements

Thank you to our colleagues at Hagerstown Community College!

Master Classroom Template Review

Course Reviewed:

Professor:

Date of Review:

Master Classroom Preparation Checklist

1. ☐ A sample/example of an initial welcome announcement is available to students and includes navigational course directions. (GOCM2)
2. ☐ Weekly announcements are drafted, or example announcements are available. Announcements are not used to deliver course content. (GOCM3)
3. ☐ The “Contact Information” area includes the instructor’s contact information, office hours, biographical information, and teaching philosophy, or placeholder labels for these areas. (GOCM1&4)
4. ☐ If an optional welcome module is used, it is the first module in the Table of Contents and named appropriately such as “Welcome/Orientation/Course Introduction”. (GOCM1)
5. ☐ A “Syllabus” module is created and is either the first module in the Table of Contents or directly following the “Welcome” module if one is utilized. (GOCM1)
6. ☐ The “Syllabus” module includes either or both the master syllabus and the current example of the course guide/class syllabus. (GOCM2)
7. ☐ If the course is part of the Inclusive Access program, an “Inclusive Access” module with a VitalSource link is created and placed directly following the “Syllabus” module. (GOCM2)
8. ☐ Content modules are listed in a weekly format, or an alternate option such as Units but still identifies a weekly schedule to the student. (GOCM1)
9. ☐ The course includes all needed links, content, quizzes, assignments, and discussions required for SLOA assessment (GOCM1).
10. ☐ Opportunities for direct student interaction with faculty are evident through discussions, virtual meetings, announcements, etc. At a minimum, we recommend placeholders for "Introduction" and "Ask the Professor" discussions. (GOCM4)
11. ☐ 3rd party tools and external content links that are needed for this course are clearly labeled and directions are given to learners. (e.g. Inclusive Access). (GOCM2)
12. ☐ The last module of the Table of Contents is an “Additional Resources” module that includes course-wide content, Accessibility and Privacy statements for all vendors of materials/technology, and Citation/Reference page. (GOCM1& 6)
13. ☐ A restricted “Information for Faculty” module is included. Other directions/labels for instructors are easily identified (announcement, text changes, etc.) (GOCM1&6)
14. ☐ Ally scores this course at or above 85% for accessibility. (GOCM6)

Additional Comments/Notes about this course: (Numbers correspond to Checklist items)

1.

SAMPLE

Guidelines for Online Course Management¹

1. Master classrooms will be created to ensure quality and consistency
 - 1.1. Master Classrooms (MCs) will be finalized a semester in advance
 - 1.2. At a minimum these course shells should contain the master syllabus and any assignment templates which will be used for outcomes assessment
2. Essential course content will be made available prior to the start of a session
 - 2.1. Individual course sections will be published for student review at least 3 business days before the start of the session
 - 2.2. At a minimum, all course sections should contain a welcome announcement and an edited syllabus
3. Weekly announcements will be posted in the classroom
 - 3.1. These updates should address upcoming content or activities, and provide helpful reminders and references
4. Instructor-to-student interaction will be used as the standard for all class participation
 - 4.1. The instructor should maintain a consistent presence within the course
 - 4.2. All direct messages and emails should be addressed within a 72-hr period
5. Students in online courses are not required to take assessments on-campus
 - 5.1. When additional ID validation is necessary within the online course, faculty should utilize either virtual proctoring tools or synchronous video software
 - 5.2. Access to the Testing Center will remain available, for students under extenuating circumstances
6. Faculty will complete training before teaching an online course
 - 6.1. Faculty will complete training for the learning management system (LMS) either via the online, self-paced course or during live sessions offered by the Distance Learning department
 - 6.2. Faculty should be knowledgeable about the Quality Matters (QM) rubric, and apply those standards to their course development under appropriate circumstances

¹ Sourced from the "Guidebook for Distance Learning" manual in the [Main Instructor Resources](#) space on D2L
Hagerstown Community College, Academic Services and Online Education



Accessibility and Privacy

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LMS tools:

- Brightspace D2L
- Blackboard Ally
- ReadSpeaker

FACULTY - Remember to delete any of the tools your course does not use from the lists below and also delete this highlighted message.

Inclusive Access tools:

- VitalSource

Academic Integrity tools:

- LockDown Browser & Respondus Monitor
- Turnitin

Content tools:

- Adobe
- Desmos
- Microsoft Office 365
- Nearpod
- SoftChalk

Publisher etexts and courseware tools:

- Cengage
- Derivita
- Lumen Learning
- McGraw Hill
- Niche Academy
- OpenStax
- Pearson, MyLab, Revel
- VisibleBody
- WileyPLUS

Video streaming tools:

- Bongo
- Panopto
- YouTube
- Zoom

References Page

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PowerPoints

[DELETE BEFORE PUBLISHING: Cite all PowerPoints used in the course, including those that are self-authored, and the permissions for each. If citation information is already included in the PowerPoint, simply reference it here.]

Examples

- Located in Week 6 - Auldridge, Angie, (2024). Connecting with your support team! PowerPoint. [Unpublished].
- Permission Obtained: Author
- To view citation information for Chapter 1 Lecture PowerPoint, please visit the final slide for copyright/citation information
- Citation information for all Weekly Chapter Lecture PowerPoints is located on the final slide of each PowerPoint.

•

- Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

Videos

[DELETE BEFORE PUBLISHING: List all video citations and their locations here. Alternatively, you may simply include the citation within the video description area. If you choose the second option, simply reference it here.]

Examples

- Located in Week 4 - World Rugby(October 8, 2022). The Best Haka of all time?! [Video]. YouTube. <https://youtu.be/ckiw0niDTPE?si=v6JlGD1GYGtMFIg8>.
- Permission Obtained: OpenSource

- Citation information for all videos in this course is located in the video description area of each video.
- - Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

Content Images

[DELETE BEFORE PUBLISHING: List the citations and their locations here. Alternatively, you may use a numbering system within each module as demonstrated within the following course: [Unit One Citations - D2L Training for Instructors \(hagerstowncc.edu.\)](https://hagerstowncc.edu/unit-one-citations)

Examples:

- Located in Week 7 - Parker, B. (2024, March 18). Walmart SWOT 2024: SWOT analysis of Walmart. Business Strategy Hub. <https://bstrategyhub.com/swot-analysis-of-walmart-2019-walmart-swot-analysis/>.
 - Permission Obtained: OpenSource
- Module 1; Image #1 - Parker, B. (2024, March 18). Walmart SWOT 2024: SWOT analysis of Walmart. Business Strategy Hub. <https://bstrategyhub.com/swot-analysis-of-walmart-2019-walmart-swot-analysis/>.
 - Permission Obtained: OpenSource
- - Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

Audio

[DELETE BEFORE PUBLISHING: List the citations here with titles and provide the source links, if available.

Example:

- Located in Week 2 - Biccleta, Talking about Transportation Means in Spanish, (2024). Spanish Learning Lab. Retrieved August 19, 2024, from [Talking about Transportation Means in Spanish - Spanish Learning Lab](#).
 - Permission Obtained: OER
-

- Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

Miscellaneous Course Content

[DELETE BEFORE PUBLISHING]: List the citations here with titles and provide the source links, if available.

Example

- Located in Week 9 - Contributor, Brown, Adrian, Contributor, Steverson, Tasheka, Contributor Summerall, Will. (September 19, 2024). Using SoftChalk to Create an Accessible Lesson. SoftChalk Summit 2024, online. [SoftChalk Summit 2024 - SoftChalk](#).
 - Permission Obtained: OER
- - Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

Decorative Images

[DELETE BEFORE PUBLISHING]: List the citations here with titles and provide the source links, if available.

Example:

- Located in Finals Week - Dr. Who "I survived," (7/3/2024). Giphy, <https://i.giphy.com/media/v1.Y2lkPTc5MGI3NjExY3NzYWg5a3RwaHByM3E3a24xMzhwcjlzeWl1NmM1aTAwaW5tOWsyeCZlcD12MV9pbnRlcm5hbF9naWZfYnlfaWQmY3Q9Zw/WjAkQjz7h9ESA/giphy.gif>.
 - Permission Obtained: OpenSource
- - Permission obtained **[Choose]**: OER/OpenSource/Publisher/Self-Created/Approval Pending

The following is a document template that you can place in your course that uses Respondus. To create this page navigate to the module you would like to place the page, then click Upload/Create > Create a File > Select a Document Template > Respondus LockDown Browser and Respondus Monitor Information. Customize the template to suit the tools used in your specific course section.

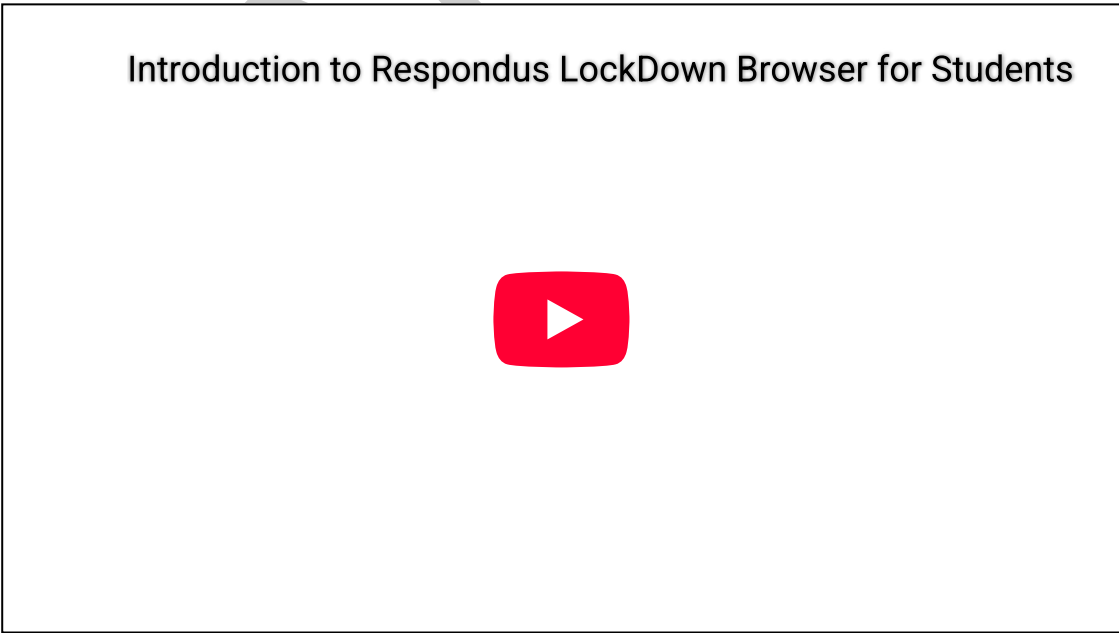


Information regarding Respondus LockDown Browser and Respondus Monitor:

What is Respondus LockDown Browser?

LockDown Browser is a custom browser that locks down the testing environment in D2L. When students use LockDown Browser to access a quiz or exam, they are unable to print, copy, visit other websites, access other applications, or close a quiz until it is submitted for grading. Quizzes or exams created for use with LockDown Brower cannot be accessed with standard browsers. If a quiz or exam requires that LockDown Browser be used, you will not be able to take the quiz with a standard web browser.

This course will use Respondus LockDown Browser and Respondus Monitor, a webcam feature, for the three required exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Respondus Lockdown Browser and Respondus Monitor will not be required for any of the quizzes in the course. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.



"Introduction to Respondus LockDown Browser for Students." YouTube, uploaded by Respondus, May 19, 2023.

What is Respondus Monitor?

Respondus Monitor is a webcam feature for LockDown Browser that records students during online, non-proctored quizzes or exams. When this feature is enabled for a quiz or exam, students are required to use a webcam and microphone with LockDown Browser. In this course, Respondus LockDown Browser and Respondus Monitor will be required for the three exams in the course.

Respondus LockDown Browser and Respondus Monitor may be required for this course.

Download Instructions

1. Select the Exam in the course
2. Under Exam Requirements you will see "To take this exam you must use the Respondus LockDown Browser."
3. Below this will appear: "You can use the button below if you have not already downloaded LockDown Browser." Click the button to go to the download page and then follow the instructions.
4. Use the link to download Respondus LockDown Browser to your computer; follow the installation instructions.
5. Return to the Exam page in D2L and select the Exam.
6. Select "Launch LockDown Browser."
7. The Exam will now start.

Note: LockDown Browser only needs to be installed once to a computer or device. It will start automatically from that point forward when an exam requires it.

Exam Guidelines

When taking an online exam, follow these guidelines:

1. Ensure you are in a location where you will not be interrupted.
2. Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
3. Before starting the test know how much time is available for it, and also that you have allotted sufficient time to complete it.
4. Clear your desk or workspace of all external materials not permitted - books, papers, and other devices.
5. Remain at your computer for the duration of the test.
6. If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam.
7. Avoid wearing baseball caps or hats with brims.
8. Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move.
9. If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam is complete.
10. Take the exam in a well-lit room but avoid backlighting (such as sitting with your back to a window).
11. Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the exam until all questions are completed and submitted.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

1. The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area.
2. 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter. You can use the built-in chat feature within the Lockdown Browser (see [Respondus Monitor LiveChat page](#)) for technical assistance. Alternatively, you may visit the [Respondus Support page](#) to open a support ticket.
3. If you still have issues after running the "System & Network Check" and "Webcam Check" then contact the HCC IT Help Desk which is available Monday through Friday 8:00 a.m. to 4:00 p.m. You may contact the HCC IT Help Desk by calling 240-500-2891, by text message at 240-329-4489 or by emailing the Help Desk

at hccit@hagerstowncc.edu. If your call goes unanswered, leave a message with your name, student ID number, and a return telephone number. Your call will be returned the next business day.

4. Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles. If you are still unable to resolve technical issues with LockDown Browser, go to the [Respondus Support page](#), and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

[Student Quick Start Guide for LockDown Browser and Respondus Monitor PDF Download](#)



Special Note: Students using Chromebooks need to allow Pop-Ups; please follow the instructions on this [Respondus Technical Support](#) page.

SAMPLE

Course Syllabus - Hagerstown Community College

[DELETE BEFORE PUBLISHING] This is the Universal Syllabus Template. Please update the footer to match the current semester, then edit the examples listed below as needed. Before saving, remove this note and any other areas highlighted in yellow.

COURSE:

Note: Course number, title, and number of credits found in the College Catalog, course modality.

SEMESTER/YEAR:

Note: The semester and year this section is currently running.

PROGRAM & DIVISION INFO:

Example: Cybersecurity, Technology & Computer Science

INSTRUCTOR NAME & CONTACT INFO/OFFICE HOURS:

Instructor:

Contact Info:

Office Location & Hours:

COURSE DESCRIPTION:

Note: This description should be identical to the College Catalog.

COURSE PREREQUISITE:

Note: These Prerequisites should be identical to the College Catalog.

TEXTBOOK:

Note: List the textbook or other resources the students are responsible for using.

Example additional text for IA courses:

This course is part of HCC's Inclusive Access program, which provides direct access to textbooks or other digital learning resources within your D2L classroom. Students may click on the "Inclusive Access" module under Content to access the materials or follow any alternative directions provided by the instructor. Visit your student email account to find the official message from our Campus Store, which covers details of this program and further information. Students may remove themselves from this program, by the drop/add date (HCC Academic Dates and Deadlines webpage). If you opt-out, all resources and materials for the course must still be acquired.

COURSE TOOLS:

Several tools are used in this course, to expand the learning experience. Some tools are integrated within the LMS, and some are hosted on third-party platforms. Please take a moment to review the privacy and accessibility statements listed for any tools used in this course, under Content >> Additional Resources.

TECH REQUIREMENTS/SKILLS & INFO LITERACY:

[DELETE BEFORE PUBLISHING] Please personalize the points below as needed for your course to

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list any technical skills and/or digital information literacy skills expected of the learner in your course.

All students have access to various on-campus support resources, such as virtual tutoring and online research databases. Please visit the “Student Support” tab within the navigation menu of the classroom for additional information. To successfully complete this course, you will also need to:

1) meet these minimum **technology requirements**:

- access to hardware and peripherals, such as a microphone, and a camera for web recording (Note: access to technology kits is available on a limited basis through the [William M. Brish Library](#))
- access to reliable internet
- access to any software, external publisher sites, interactive apps, or Inclusive Access textbook/courseware used in the course
- ability to participate in virtual proctoring, by meeting the minimum system requirements of [Respondus Monitor & LockDown Browser](#) (Note: alternative accommodation is available by request only)

2) demonstrate the following **technical and digital information skills**:

- navigate the D2L learning management system (Note: additional information available in the “Quick Guide” module on the LMS homepage)
- download and install software or create files
- utilize spreadsheets, presentation software, and web conference tools
- navigate online repositories and databases for research purposes
- ability to correctly cite sources using APA formatting standards

STUDENT LEARNING OUTCOMES:

[DELETE BEFORE PUBLISHING] Outcomes should reflect what the student should “be able to do” when he or she finishes the course. This may include knowledge/skills/attitudes. Outcomes should be clear, concise, and measurable. Three to five outcomes are all that is necessary. Module-level outcomes/objectives should be placed either in the Topical Outline below, a Course Map, or included in the D2L classroom (under the description area of each unit/module) to show direct alignment with the content.

MINIMUM CLOCK HOURS REQUIRED FOR THIS COURSE:*

To earn one academic credit at HCC, students should complete a minimum of 37.5 clock hours of coursework per semester. Those hours can be a combination of direct faculty instruction and student work, and the proportion will vary depending on the course delivery method.

[DELETE BEFORE PUBLISHING] This chart must be completed for each delivery method: online, hybrid, and in-person. Activities will vary on a course-by-course basis.

Please choose the table below that matches your course modality and personalize it for your course and delete the table that does not match the course modality for your course.

[DELETE BEFORE PUBLISHING] For synchronous (live instruction) courses:

Activity	Live Faculty Instruction 37.5 hours required	Student Work 75 hours required
In-class “lecture”	37.5 hours	
Reading chapters		15 hours
Quiz/activity for each chapter	Included in lecture time	10 hours prep

Activity	Live Faculty Instruction 37.5 hours required	Student Work 75 hours required
Research project		10 hours
4 lecture exams		30 hours exam prep
Cumulative final exam (Academic Testing Center)	Included in lecture time	10 hours exam prep
Total Hours	37.5 hours	75 hours

[DELETE BEFORE PUBLISHING] For asynchronous instruction courses:

Assignment/Assessment	Live Faculty Instruction	Student Work
Assigned Readings	0 hours	60 hours
Discussions	0 hours	14 hours
Quiz Assignments	0 hours	14 hours
Studying for Exams	0 hours	15 hours
Projects	0 hours	9.5 hours
Total Hours	0 hours	112.5 hours

ASSESSMENT PROCEDURES/GRADING CRITERIA:

[DELETE BEFORE PUBLISHING] This section should include an explanation of quizzes, exams, projects, etc. Please personalize the grading guidelines and grade calculation table as needed for your course.

Course Grading Guidelines

Examples:

- Late assignments will not be accepted, unless documentation is provided to support a special circumstance.
- Grading and feedback turnaround time: For written response questions in quizzes and assignments, allow 7 days from the due date to receive your grade and feedback.
- This course does not provide opportunities for extra credit.

Proctoring/Exams

[DELETE BEFORE PUBLISHING]

If virtual proctoring is expected, either via Respondus or teleconference tools, please add those details here or within the content area to prepare students in advance.

If students in WEB courses are required to take mid-term or final exams at the Academic Testing Center, then specific dates must also be outlined here. This expectation for on-campus proctoring should also be listed within the section notes on Self-Service prior to the start of registration.

Courses for which these expectations do not apply may choose to remove this section.

Example

This course requires on-campus proctoring for the Mid-Term/Final Exam. The date ranges for mandatory scheduling are listed below:

- Monday, October 13th through Friday, October 18th
- Students may walk-in during business hours, but we recommend prescheduling your

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course testing online via the college's [Academic Testing Center](#) website

HCC Grading Scale

Letter Grade	Percentage Range
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	<60%

Grade Calculation

Graded Items	Percentage of Total Grade
Quizzes	XX%
Weekly Assignments	XX%
Semester Projects	XX%
Final Exam	XX%
Midterm Exam	XX%
Total	100%

COMMUNICATION PLAN & COURSE EXPECTATIONS:

[DELETE BEFORE PUBLISHING] In addition to the statements listed below, this section should contain any individual course management expectations determined by the instructor.

Disclaimer: the instructor reserves the right to modify course content, students will be notified in writing of any significant changes that will impact graded assignments.

In addition to HCC's Attendance Policy, participants in this course are expected to abide by the following rules and procedures:

Examples:

- My preference is to be contacted via email, **please allow 48 hours** for a response
- Students are expected to log into the classroom **every 48 hours** and actively participate in the class discussion at least once per week

ACADEMIC INTEGRITY & COLLEGE POLICIES:

Students are expected to abide by the [Board of Trustees Policy Manual](#), including the outlined Academic Integrity policy and Code of Student Conduct, as well as all policies outlined in the Student Handbook. If you need assistance with citing references or formatting your work to a specific writing style, then please reach out to the [Learning Support Center](#) for assistance.


- Link to [Hagerstown Community College Student Handbook](#)
- Link to Hagerstown Community College's [Code of Student Conduct page](#)
- Link to Hagerstown Community College's [College Policies page](#)

Course AI Status:

[DELETE BEFORE PUBLISHING] Choose one of the following 3 options and delete those not in use.

Red – No AI usage is permitted in this course

Yellow – Partial AI usage is permitted, please refer to the course AI statement below

 Green – AI usage is fully permitted in this course

AI statement:

[DELETE BEFORE PUBLISHING] Choose one of the versions below based on your course AI status from above and delete the version not in use.

Version One [yellow/green]

Accepted.

Use of AI Generative Artificial Intelligence (AI) tools are currently changing the face of writing in academia. In this course, we may at times use these tools to promote critical thinking and engagement with the course content; however, their use must be acknowledged, and you must give them credit for their contribution. Any unacknowledged use of generative AI tools may be cause for a grade of “0” on an assignment as well as the possible referral to the academic integrity process as defined in the student handbook.

[DELETE BEFORE PUBLISHING] If your course AI status is “Yellow,” you may either list the tools that learners can use or list any tools which are prohibited at the end of your AI statement.

Version Two [red]

Not permitted.

The use of Generative Artificial Intelligence (AI) tools is not permitted in this course. Any violation of that expectation may be cause for a grade of “0” on an assignment as well as the possible referral to the academic integrity process as defined in the student handbook.

TECHNICAL SUPPORT:

For assistance with accessing email, password reset, or issues in Self Service, contact the Live Student Help Desk at 240-500- 2891, 240-329-4489 (Text), or email at hccit@hagerstowncc.edu. For assistance with D2L issues contact the Distance Learning department at distlearn@hagerstowncc.edu or at 240-500-2701. In your communication, please provide your name, student ID number, and a return phone number or email address. Your call or message will be returned by the next business day.

SERVICES FOR STUDENTS WITH DISABILITIES:

Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at dss@hagerstowncc.edu or at 240-500-2530.

RECORDING DISCLOSURE:

[DELETE BEFORE PUBLISHING] The following disclosure should be listed for any class that will be recorded, either in person or via Zoom, in which students’ names, faces, pictures, or voices will be recorded. If the disclosure statement does not apply to your course, you may remove it from the syllabus.

Please be advised that class sessions may be recorded in video and audio formats, capturing student participation in class discussions or activities. In accordance with Family Educational Rights and Privacy Act (FERPA) regulations, recordings of each class session may be shared with students currently enrolled in the course. Students who participate in a synchronous class session consent to participate in a recording of that session. Students who choose not to have their profile picture, video image, or oral participation recorded should not use a profile image,

and may choose to disable the video feature, and mute the audio feature for each class session. Per the HCC Code of Student Conduct, students must request and receive prior written approval from a faculty member to make an audio or video recordings of instructional activities. Students seeking an accommodation to record based on disability may be referred to the Office of Disability Support Services who will coordinate such services between the student and the faculty member.

TOPICAL OUTLINE:

[DELETE BEFORE PUBLISHING] Please choose and personalize one of the tables below. Module-level outcomes/objectives should be placed either in the Topical Outline below, a Course Map, or included in the D2L classroom (under the description area of each unit/module) to show direct alignment with the content.

Option 1 - Example of Topical Outline from the “Teaching in the Community College” course:

Unit/Week	Topic	Assessment	Module Level Outcomes/Objectives
1	Building course foundations	Unit 1 Synchronous Meeting Quiz 1 Foundations Module Objectives Assignment Syllabus Draft	Recognize key facts about community colleges and their students, including facts about Hagerstown Community College Identify planning steps for preparing your course Develop module-level learning objectives aligned with course-level objectives Create a syllabus for your course
2	Organizing the course and planning instructor presence	Quiz 2 Accessibility Organization Assignment Presence Assignment	Apply principles of effective course organization to your course Recognize key practices for accessibility and usability to reach all learners Create a plan for instructor presence and instructor-student interaction Create a welcome resource or activity for your course

Option 2 - Example of Topical Outline from the “Teaching in the Community College” course:

Unit/Week	Topic	Assessment
1	Building course foundations	Unit 1 Synchronous Meeting Quiz 1 Foundations Module Objectives Assignment Syllabus Draft
2	Organizing the course and planning	Quiz 2 Accessibility

Unit/Week	Topic	Assessment
	instructor presence	Organization Assignment Presence Assignment

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