The Georgia Perimeter College (GPC) Mission remains that of providing the best possible educational experience for our students. The changes in technology for teaching and learning make it possible to achieve that mission in more diverse ways. GPC will pursue the development of distance learning with the aim of reaching these three goals:

- To increase access to higher education for the people of the State of Georgia.
- To educate our students in the information technology application skills that they will need to be successful in today's and tomorrow's knowledge-based economy.
- To provide greater flexibility in scheduling to accommodate the changing needs of our student body.

Definitions

Distance Learning (DL) is any educational environment that involves technology-enabled teaching outside the face-to-face format. Online and hybrid are two forms of distance learning:

1. **ONLINE Web-based Courses**: Online courses are delivered through the Internet utilizing the college’s course management platform known as iCollege and are accessible anywhere, anytime. They will include a mandatory online orientation at the beginning of the term. They may include examinations on-campus. However, there are no regular class meetings as usually found in face-to-face courses. **GPC Online is responsible for the administration of online web-based courses**. All web-based courses should be put into the course schedule through the Center for DL GPC Online. The Center for DL GPC Online will place a comment in the online course schedule similar to the following advising students that this course is online and advising them of any specific requirements including but not limited to requirements for testing or other activities on campus. : "The above section is a WEB-BASED class which will be taught ONLINE. You will need access to a COMPUTER and the INTERNET and EXPERIENCE using them. For more information about minimum requirements, please visit the GPC Online website at______________. You must complete a required online orientation at __________________ before you may begin your class. (Insert information here about any required on-campus exams.)"

2. **TELEWEB Web-enhanced Courses**: Teleweb courses consist of nationally produced television series or an instructor/publisher created series that are viewed for credit by GPC students. Students are responsible for viewing the lessons. Tapes/CDs/DVDs of individual lessons may be checked out from the nonprint section of the Clarkston Learning Resources Center. Students may also request copies be sent to any of the campus learning resource centers. Students may be required to attend
face-to-face proctored exams. Students must attend a mandatory online orientation at http://www.gpc.edu/~dl/telecourse_teleweb/orientation.htm at the beginning of the term. All web-based courses should be put into the course schedule through the Center for DL. The Center for DL will place a comment in the course schedule advising students that this is a teleweb class with web elements: "This is distance learning class with WEB-BASED components. You will need access to a COMPUTER and the INTERNET and EXPERIENCE using them. For more information about minimal requirements, please visit ___________. All students must take a required online orientation at ___________. Insert information here about any required on-campus exams."

2. HYBRID (Web-enhanced) Courses. Hybrid courses meet in both a face-to-face environment and a web-based online environment where the remainder of class activities are scheduled. Hybrid classes are administered by the appropriate academic department on the campus in which the face-to-face portion of the course is taught. The Center for DL will place a comment similar to the following in the course schedule advising students that this is a class with web elements: "The above section is a Hybrid Course. The class will meet on __________ in the classroom and the rest of the instruction each week will be delivered online. This is a class with WEB-BASED components. You will need access to a COMPUTER and the INTERNET and EXPERIENCE using them. For more information about minimal requirements, please visit ___________. Please contact your instructor for additional information."

Organizational Structure

Online Web-based courses as defined above will be administered by GPC Online. GPC Online operates as a center structure led by the Executive Director for Distance Learning, a Director for Student Services, and a Director for Faculty Development. The executive director will oversee the running of GPC Online in collaboration with the online coordinators or department chairs and discipline deans. The executive director is an academic administrator and will report to the Vice-President for Academic and Student Affairs.

A key aspect of GPC Online is its alignment with the disciplines through the use of online coordinator or department chair positions. There will be an online coordinator or department chair for each of the key disciplines: business, humanities, math, sciences and social sciences. The online coordinator or department chair for each discipline will represent the discipline in hiring, evaluation, and curriculum. Online coordinators or department chairs will report to their respective discipline deans. Online coordinators or department chairs will perform the same duties as campus-based academic department chairs.
Online Coordinators or Department Chairs

Online coordinator qualifications and responsibilities are essential to maintain the same standards adhered to within academic departments across the college.

Faculty members with significant, successful online teaching experience will be considered for online coordinator positions. With increased online enrollment and sufficient college resources, online coordinator positions may evolve into online department chairpersons through the standard search process. Online coordinators will receive course reduction(s) with their workload.

Online coordinators will be appointed for each discipline at the college depending on the size and need of the online academic areas. Online coordinators will report to discipline deans and coordinate their distance learning responsibilities with the Executive Director for Distance Learning.

Additional Online Coordinator/Department Chair Responsibilities:

- Supervise part-time and full-time online faculty dedicated exclusively to online.
- Interview and hire part-time online faculty and term-to-term online faculty.
- Provide common course outlines, required textbooks, and other key discipline information for GPC online faculty.
- Communicate with online faculty electronically via email.

The discipline deans will organize search committees for online coordinator or online department chair positions and will review the qualifications and responsibilities of the position with the search committee members.

Through their supervision, discipline deans will verify that online coordinators or online department chairs are fulfilling their responsibilities.

Online Discipline Coordination and Oversight

Online discipline coordination and oversight is necessary to ensure that similar standards are upheld in both the online and face-to-face classrooms. All GPC faculty must teach in accordance with policies as set forth by the discipline committees. Online coordinators or department chairs and course curriculum committees may review online course templates to confirm that learning outcomes for each course are met and that approved textbooks are used. Course curriculum committees will have online faculty as members when reviewing online templates.

For the purposes of conducting virtual classroom observations, online coordinators or department chairs will request access to a faculty member’s online course via iCollege.

Classroom evaluation standards will be comparable for both full-time face-to-face and full-time online faculty.
Criteria for GPC Faculty to Teach for GPC Online

Protocol for selecting current GPC faculty for GPC Online is essential to maintain quality instruction in the online classroom.

Full-time GPC faculty with no prior online teaching experience who wish to teach a split-schedule (both face-to-face and online classes) must take required online training and demonstrate a level of proficiency with iCollege as determined by the GPC Online Executive Director and the appropriate online coordinator or department chair. Faculty should first use iCollege as a supplement in a face-to-face classroom setting prior to teaching online. Exceptions to this requirement may be made by the online coordinator or department chair in consultation with the Executive Director for Distance Learning.

Qualifications for full-time GPC faculty to teach exclusively online include but are not limited to the following:

- Completion of required training classes.
- Experience teaching “hybrids” and/or face-to-face classes using iCollege.
- Teaching a split-schedule, which includes both online and face-to-face courses, before teaching fully online.

Course availability and demand will determine online faculty selection in many instances. The discipline dean, in cooperation with the Executive Director for Distance Learning, will make the final decision regarding who teaches fully online.

Faculty new to online teaching will be monitored and mentored for two semesters either by faculty members who have taught successfully in the online program or by the online coordinator or department chair.

Hiring Process for Full-Load, Split-Schedule, and Part-time Online Faculty

Developing a hiring process for faculty teaching for GPC Online is essential to maintain academic excellence and organization within the online program.

Full-load/ Full-time Online Faculty are faculty who teach exclusively online.

- Full-time faculty may be hired to teach exclusively for GPC Online.
- Full-time faculty members who have successfully taught online for a minimum of one year may, through the normal GPC faculty transfer process, request transfer to GPC Online. If approved for transfer, these faculty will teach exclusively online.
- Discipline deans, department chairpersons, online coordinators or department chairs, and the Executive Director for Distance Learning may offer recommendations regarding faculty transfers to GPC Online.
• The Vice President of Academic Affairs and the Director of Human Resources will make the final decision regarding faculty transfers to GPC Online.

**Split-Schedule Faculty** members are those who teach both face-to-face and online classes and who teach the majority of their classes/year face-to-face.

• Discipline deans, department chairpersons, and involved faculty members will determine how the faculty members’ load will be shared between online and face-to-face classes.

• Full-time faculty who elect to teach a split schedule will complete the “Online Teaching Request Form” in May of the preceding year to request courses for the following fall and spring. Annual load will be determined each summer for both fall and spring semesters.

• Split-schedule faculty will have service and professional development responsibilities both on their campus and college-wide as do face-to-face faculty.

**Part-Time Faculty** members are either part-time faculty who teach exclusively online or those who are shared with a campus and teach part-time both online and face-to-face.

• Part-time online faculty will be supervised by the online coordinator or department chair.

• Part-time faculty members hired to teach online will receive an online course template. With the online coordinator’s or department chair’s permission, each part-time faculty member may make additions to course templates.

**Faculty Responsibilities and Standards**

Faculty responsibilities must be identified to ensure that all tenure-track, full-time faculty follow the same standards.

Full-time online faculty responsibilities may include, but are not limited to, the following:

• Participating in college and GPC Online committee work as well as discipline coordination.

• Advising GPC Online students in orientation and registration sessions. Online faculty may be asked to come to campus to assist with these activities.

• Participating in committees for online retention, online policies, online mentoring, online course materials review, and online academic advisement.

• Signing the “Summer Commitment Form” if the intent is to work for percentage pay and to participate in college activities during the summer.

All faculty teaching for GPC Online (Full-load/ Full-time, Split-schedule and Part-time faculty) will sign and accept the responsibilities and the established interaction guidelines listed in the “Memorandum of Understanding”:

• Submitting a course note to GPC Online indicating any on-campus or proctored testing requirements.

• Recording “no-shows” and grades on or before the deadlines.
• Posting a complete, updated course syllabus, course calendar, discussion questions, and any additional course materials before the first day of class.
• Granting course access to students in iCollege the day before classes begin.
• Corresponding civilly with students.
• Stating expected response times to student e-mail Monday-Friday and Saturday-Sunday.
• Providing a 24-hour e-mail turn-around Monday-Friday.
• Adhering to the SREB (Southern Regional Education Board) “Standards for Quality Online Courses.”

In addition to the above responsibilities, faculty teaching online courses will adhere to the following:

• Proctor their own tests with a reasonable schedule for distance students.
• Follow the content requirements as indicated in the common course outline.
• Administer an approved student evaluation of faculty instrument for all distance courses taught during the semester designated by the Faculty Evaluation Committee.
• Keep records indicating that students have received and are responsible for the course syllabus.
• Be available for any other faculty duties as required by the department, campus, or college.
• Use a textbook approved by their discipline Course Committee.
• Back-up course materials. Since materials exist in electronic format only, they are vulnerable to breakdowns at several points in the production, storage, and delivery process. Frequent and complete back-ups of course content, interaction, and assignments are vital. Faculty should print out the iCollege grade book and retain it for a minimum of one year for uncontested grades and until resolved for contested grades. The grade book should be retained for a year after grade resolution.

Faculty who do not fulfill these requirements will meet with their online coordinator or department chair to discuss performance improvement.

Failing repeatedly to fulfill the above requirements may result in removal from the online program.

Course Syllabus

In addition to the items mandated by college policy, instructors of DL courses should include the following in their syllabi:

• A clear statement of virtual office hours, lead-time and preference for responding to students’ queries via e-mail, phone, the Web, or by other means.
• A clear statement of hardware, software, and information technology skills expected of students to participate in the course. Just as for any other course, it
is important that the instructor is explicit about expectations for students in the course description and in the syllabus. This includes not only what type of equipment students will need or what type of Internet connection but also what the instructor’s expectations regarding student expertise in software applications are. Along with other course requirements, students need to know if they will have to use the Internet or certain software applications as part of course assignments.

- A link to the “GPC Network Use Policy” so students are advised of their rights, responsibilities, and restrictions regarding use of the GPC network. See http://www.gpc.edu/Governance/policies/1100/1101ComputerandInternetworkingUsage.htm
- An additional statement about plagiarism that includes materials obtained through the Internet and the consequences.
- A reference to the Student Conduct Code/Policy.
- Recommendations that students should make at least electronic copies of everything submitted.
- A clear explanation of what will be considered "nonattendance" and thus possible grounds for removal from class or reduction of grade.
- The following statement regarding students with disabilities: “It is the policy and practice of GPC to make all Web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the online course materials for this class, please notify the instructor immediately.”

Additional Points:

- The same grade appeal procedures and timelines used for face-to-face classes will be followed. Phone calls or e-mails can count as contact. However, it is prudent to record all such contacts at the time to ensure due process for all parties.
- Sometimes links faculty provide in their course materials will take students to sites with ads or other solicitations. It would be prudent to warn students of such a possibility and that the link to that site does not constitute a recommendation or endorsement by GPC.
- If some form of e-pack is being used, it is the instructor’s responsibility to explain to the students where and how they can obtain access codes.
- Faculty who are unable for any reason to complete their online or hybrid classes will allow the college to use their course template and materials for the remainder of that semester in order to complete the class for enrolled students

Evaluating Online Faculty

Developing protocol for online evaluation ensures that online and face-to-face faculty are held to equivalent standards and that the online program maintains academic excellence.

- All GPC faculty, whether online or face-to-face, will be evaluated by the same FEC-approved evaluation instrument.
• Teaching evaluations for split-schedule faculty will be completed by the online coordinator or department chair and forwarded to the respective campus department chairperson for inclusion in the faculty member’s annual report and evaluation.

**Online Office Hour Requirements**

Policy for online office hours acknowledges the need for flexibility within the online classroom and the unique requirements of online students.

Split-schedule faculty teaching online classes will receive a two-hour virtual office credit for each online class, e.g. a faculty member with two online classes may hold four of the required ten weekly office hours online.

Faculty members teaching exclusively online have the option to have all of their GPC required ten weekly office hours online.

• Online office hours should accommodate student schedules.
• Online office hours are a distinct time in addition to teaching time and shall be specified in each faculty member’s syllabus.
• Online faculty will post their online office hours within their syllabus before the first day of class.

Online coordinators will verify that faculty are fulfilling online office hour requirements.

**Assignment of Online Classes**

It is essential that the assignment of online classes each semester runs smoothly.

• In the assignment of online classes, full-time tenured/tenure-track split-schedule faculty who have been successfully teaching online with good evaluations have seniority over part-time or term-to-term split-schedule faculty. Full-load, full-time online faculty have seniority over split-schedule faculty.

• Full-load, full-time online faculty will have their online load met before the assignment of classes to split-schedule faculty.

• “Overloads” for online faculty members will be handled on a case-by-case basis and must be approved by the Vice President for Academic and Student Affairs.

Class caps will be the same for online and face-to-face classes.

**Online Testing Protocol**

Online testing protocol is necessary to ensure that GPC testing centers can fulfill all their testing responsibilities.
Online faculty members will follow established GPC testing center protocols and policies, which dictate that faculty will use testing centers for individual make-up exams only. GPC testing centers should only be used for single, proctored make-up exams, not for quizzes.

Online students in remote locations who are required to take proctored exams may arrange to take these exams at a local college, library, etc., and will need to contact their online instructor via professional email to complete the arrangements.

Faculty members with out-of-state online students requiring a proctored exam will assist students in locating an established, acceptable out-of-state testing site.

GPC Online will assist online faculty members and their students in establishing proctoring with universities and military bases worldwide.

**Online Support Services**

Support services at Georgia Perimeter College are an essential component to online student and faculty success.

All GPC services will support GPC Online and contribute to its students’ and faculty members’ success.

“Links” will be established on the college’s distance learning webpage for services provided by GPC Online, such as advising and counseling, and for services provided by other operating units in the college, such as Enrollment and Registration; Financial Aid and Student Accounts; and Follett Bookstores. The links will provide support services information and will enable online students and faculty to connect via email with student services representatives.

- Efforts should be made to respond to online student or faculty inquiries within twenty-four to forty-eight hours.

The online faculty member’s name, class, and required textbooks along with their respective ISBN numbers will be listed on the distance learning webpage.

- Regardless of the faculty member’s “home” campus, textbooks for online classes will be available exclusively through the Follett Bookstore and will be delivered either to the Clarkston Campus Bookstore or to the student’s home address.

The Executive Director and GPC Online personnel, in cooperation with GPC/OIT, are responsible for linking college student support services to the college’s distance learning web page and for monitoring and updating these links and all related distance learning information on a regular basis.
Online coordinators or department chairs are responsible for ordering textbooks for online classes and for working with the GPC/Clarkston Follett Bookstore to ensure that the correct textbooks in sufficient quantities have been ordered each semester for online classes.

Program Standards
GPC will strive to offer the highest possible quality Distance Learning courses and programs. In order to do this, GPC endorses the following Southern Association of Colleges and Schools (SACS) guidelines for distance education:

Curriculum and Instruction
Programs and courses provide for timely and appropriate interaction between students and faculty and among students.

The faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction.

The technology used is appropriate to the nature and objectives of the programs and courses, and expectations concerning the use of such technology are clearly communicated to students. There is currency of materials, programs, and courses.

Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. Faculty support services are appropriate and specifically related to distance education. Faculty who teach in distance education programs and courses receive appropriate training. Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs. Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The integrity of student work and the credibility of degrees and credits are ensured.

Library and Learning Resources
Students have access to and can effectively use appropriate library resources. Course requirements ensure that students make appropriate use of learning resources. Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

Student Services
Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling. Students have an adequate procedure for
resolving their complaints. Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

Equipment and technical expertise required for distance education are available. Long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

Adopted: Commission on Colleges, June 1997
Revised for the Principles of Accreditation: Commission on Colleges, June 2003


GPC’s Exemplary Course Standards

GPC also endorses the WebCT Exemplary Course Standards, a set of best practices for individual DL courses. These are based on accepted standards of best practice for teaching and learning regardless of the medium through which that occurs. All GPC DL instructors must adhere to the exemplary course guidelines. Classes in consistent violation will be dropped from the DL roster.

Course Design

1. Objectives are clearly revealed to students as part of the syllabus.
2. Objectives are clearly revealed to students as part of each learning module.
3. Learning outcomes are observable, measurable and achievable.
4. Learning outcomes are closely correlated with real world performance expectations.
5. Course content, outcomes, practice, and assessment are consistent.
6. Course materials are presented to accommodate multiple learning styles.
7. Presentation of content fosters active learning opportunities.
8. Content is easily navigated.
9. Content is made available to students in manageable segments (chunking).
10. Course design includes the necessary components/events of successful instruction at the module/lesson level: motivational techniques, objectives overview, demonstration or information, practice or exploration with feedback; summary/transfer, and assessment.
11. Content is presented in a logical progression.
12. Course instructions and definitions are clear.
13. Content and requirements are as demanding as a face-to-face course.
14. Content is made available in more than one way: content modules, single pages, and links to external sources, etc.
15. Learning modules are enhanced through the appropriate use of affiliated tools: goals, quiz, self-test, discussion, links, notes, glossary, audio, video, other.
16. Visual and auditory stimuli are used to motivate students.
17. The instructor makes appropriate ancillary resources available as part of the course content.
18. Students are provided an opportunity to participate in course evaluation.
19. Accessibility issues are addressed.
20. Presentation of course materials complies with web accessibility standards as outlined by such entities as BOBBY, IDEA, ADA, WebAIM, the National Organization of Disability.

**Interaction & Collaboration**
21. Course interaction and collaboration requirements are clearly stated.
22. A variety of opportunities are designed for interaction between instructor-student.
23. Learning activities are developed to foster instructor-student, student-content and, where appropriate, student-student interaction.
24. Interaction may be encouraged by the use of real-time features such as chat rooms and whiteboards.
25. Clear standards are set for instructors’ response to students.
26. Interaction may be encouraged by frequent instances where the instructor takes an active role in moderating discussions, providing feedback and participating in other interactive components.
27. The instructor makes a deliberate attempt to create a learning community using such strategies as group projects/assignments/activities.

**Technology**
28. Student minimum technology requirements are accurately and clearly stated.
29. Student connectivity issues are considered. Content is available in a variety of formats (i.e., pdf files).
30. The course makes exceptional use of inherent online platform adopted by the institution technologies; use of technology goes beyond the use of technology for technology’s sake.
31. The use of technology enables critical reflection and analysis of content.
32. Assignments/activities requiring the use of technology clearly explain how technology is to be used by students.
33. Internal communication tools are used by students and instructor to elaborate on course content.

**Assignments and Assessment**
34. Assessment of student learning is timely, appropriate and responsive to the needs of the individual learner.
35. Assessment methods are appropriate to the outcomes, activities and technologies. Assignments clearly align with stated objectives.
36. Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways.
37. Assignments encourage students to employ critical thinking strategies.
38. Assignments and projects should make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources when required.
39. Assignments are clearly communicated and expectations are explicitly communicated.
40. Rubrics/performance criteria are made available to students.
41. Instructions clearly state how the Web may be used in completing assignments.
42. Instructions should direct students to specific Websites and provide hints for searching the Web if external websites are used.
43. Instructions assist students in evaluating and validating Web-based information in completing assignments.
44. Course utilizes built-in quiz features where appropriate.
45. Course offers proctored examinations or other assessments.
46. Course provides students with ample opportunities for self-assessment.
47. Policies and procedures ensure the integrity of the student's work.
48. Achievement of learning outcomes is documented.

Learner Support
49. Course provides links to tutorials for required applications such as PowerPoint that are not addressed in orientation.
50. Course provides access to help desk personnel.
51. Course provides links to online library resources.
52. Course provides links to tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools.
53. Course provides appropriate instructor contact information.
54. Course resources are in accordance with the Americans with Disabilities Act.
55. Preparation and/or adoption of textbooks and other instructional materials have input from appropriately qualified people.
56. Faculty has been provided with appropriate training and technical support.
57. Faculty has access to appropriate technical infrastructure.
58. Qualified instructional designers have an appropriate role in course adaptation.
59. The learning design is evaluated regularly for effectiveness: both student and instruction components.
60. Plan is in place for continual review and improvement of course.

Minimum Elements in the Distance Learning Format

All distance learning offerings, including hybrid classes, must be created in an online platform adopted by the institution. Class section, effective December 2005. iCollege. In addition, all teleweb and online and hybrid classes must have a syllabus, learning
modules, calendar, assignments, resources, and e-mail communication with their students within iCollege, their Online platform adopted by the institution for their class section.

Faculty Responsibilities

In addition to college-wide faculty responsibilities, instructors using DL modalities should adhere to the following guidelines:

Faculty who elect to teach at a distance are expected to:

1. Be appropriately trained and/or mentored. Contact the Center for Distance Learning and the Center for Teaching and Learning for required training. It is required that faculty wishing to teach at a distance for the first time use Online platform adopted by the institution as a component in a face-to-face course a semester prior to teaching a distance course.
2. Have their distance classes ready for students by no later than the day prior to the official start of the term. This should include a syllabus, course schedule (including any required campus visits), and all materials to be used by students within the first two weeks of the term.
3. Have their courses accessible to their students on the day before the first day of classes.
4. Proctor their own tests with a reasonable schedule for distance students. Students who are unable to attend the posted test times may be tested at the testing center with the instructor’s approval. Special arrangements may also be made with the Center for DL.
5. Follow the content requirements as indicated in the common course outline.
6. Administer an approved student evaluation of faculty instrument for all distance courses taught each spring semester.
7. Keep records indicating that students have received and are responsible for the course syllabus.
8. Be appropriately responsive to student postings and e-mails. E-mails should be answered within at least two business days.
9. Be available for any other faculty duties as required by the department, campus, or college.
10. Use a textbook approved by their discipline Course Committee.
11. Back-up course materials. Since they exist in electronic format only, materials are vulnerable to breakdowns at several points in the production, storage, and delivery process. Frequent and complete back-ups of course content, interaction, and assignments are vital. Print out your Online platform adopted by the institution grade book and retain it for a minimum of one year for uncontested grades and until resolved for contested grade results for a year after the contested grade has been resolved.

In addition:
1. The same grade appeal procedures and timelines used for face to face classes will be followed. Phone calls or e-mails can count as contact. However, it is prudent to record all such contacts at the time to ensure due process for all parties.

2. Sometimes links that you might include in your course materials will take students to sites with ads or other solicitations. It would be prudent to warn students of such a possibility and that the link to that site does not constitute a recommendation or endorsement by GPC.

3. If some form of e-pack is being used, it is the instructor’s responsibility to explain to the students where and how they can obtain access codes.

4. Faculty who are unable for any reason to complete their online, teleweb or hybrid classes will allow the college to use their course template and materials for the remainder of that semester in order to complete the class for enrolled students.

**Office Hours for Distance Learning Faculty**

Full-time faculty teaching online or in teleweb environments may maintain virtual office hours during the academic year. Faculty will hold two virtual hours for each DL class they teach. Faculty must be available for all service responsibilities as required by their department, campus or college regardless however of the number of virtual hours credited. Virtual office hours must be clearly communicated to their students in their class syllabi. Fulltime faculty teaching for percentage pay during summer terms will also have on campus office hours throughout the term.

**Annual Evaluation Credit for Course Development**

DL faculty shall receive appropriate credit for the development and updating of an online teleweb or hybrid class as determined by the Faculty Evaluation Committee. 

*Sample language:*

Creation of an online teleweb or hybrid class with course elements of learning modules, syllabus, assignments and communication tool. (points or equivalent)

**Withdrawals/Attendance**

Attendance policies relating to distance classes are at the discretion of the instructor and in accordance with college policy. Instructors should make every effort to ensure that their policies are clear and uniformly enforced. DL faculty must take attendance in the first two weeks of class due to financial aid restrictions and comply with college no show and withdrawal policies. Records can be maintained through the mandatory online orientation, which will indicate student attendance.

**Student Evaluations of Faculty**

All DL faculty are required to evaluate their courses through the use of the college recognized electronic evaluations selected by the DL Academic Oversight Committee.
and approved by the Faculty Evaluation Committee (FEC). The evaluations will be conducted every spring in the term specified by the Faculty Evaluation Committee for all classes. Faculty requiring evaluations in fall or summer other semesters may contact the Center for Distance Learning—GPC Online. Copies of the evaluations will be provided to the Center for DL and to the individual instructors.

Scheduling and Class Size

1. Department Chairs will work with their faculty as to the distance classes offered by the department for a given term, depending on department, campus and college needs.
2. Department Chairs will forward schedule preferences to the Center for DL. Final determinations of course needs college-wide will be coordinated by the Center for DL.
3. The DL office staff is responsible for BANNER entry of distance courses. This is to ensure consistency.
4. Any increase in class sizes should in all cases have the approval of the faculty member and department chair.
5. The initial class size will be 30 for online and 45 for teleweb courses except in the following cases: English Composition, Learning Support, and ESL online courses will be set at 23 students. ENGL 1101, 1102 and COMM teleweb classes will be set at 30 students.
6. DL classes that fill early should not be overloaded with students until all sections taught at a distance are filled. This may require coordination between campuses.
7. DL classes that are full should not be cancelled. Low enrollment classes may be cancelled. Early cancellation of distance classes is strongly discouraged, because many students enroll in distance classes during late registration.
8. Full time faculty are given preference in teaching DL classes.

Course Committee Review

Each academic year, the course committee from each discipline shall review DL courses for adherence to curriculum standards, including textbook selections. It is understood that constraints often exist for teleweb classes contractually binding us to a paired text not under use by discipline groups. The course committee’s charge is to review syllabi and textbooks for adherence to the common course outline learning outcomes.

Course Syllabus

In addition to the items mandated by college policy, instructors of DL courses should include the following in their syllabi:

- A clear statement of virtual office hours, lead time and preference for responding to students’ queries via e-mail, phone, the Web, or by other means.
- A clear statement of hardware, software, and information technology skills expected of students to participate in the course. Just as for any other course, it
is important that the instructor is explicit about expectations for students in the course description and in the syllabus. This includes not only what type of equipment students will need or what type of Internet connection but also what the instructor’s expectations regarding student expertise in software applications are. Along with other course requirements, students need to know if they will have to use the Internet or certain software applications as part of course assignments.

- A link to the “GPC Network Use Policy” so students are advised of their rights, responsibilities, and restrictions regarding use of the GPC network. See http://www.gpc.edu/Governance/policies/1100/1101ComputerandInternetworkingUsage.htm
- An additional statement about plagiarism that includes materials obtained through the Internet and the consequences.
- A reference to the Student Conduct Code/Policy.
- Recommendations that students should make at least electronic copies of everything submitted.
- A clear explanation of what will be considered "nonattendance" and thus possible grounds for removal from class or reduction of grade.
- The following statement regarding students with disabilities: “It is the policy and practice of GPC to make all Web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the online course materials for this class, please notify the instructor immediately.”

GPC E-mail and Communicating with Students

Electronic communication between DL faculty and students should be through iCollege online platform adopted by the institution or GPC e-mail addresses only.

Using Technology to Transmit Student Information

Electronic communication has made it easier to communicate with students and also to transmit information to and about them. E-mail cannot be counted upon to occur in a secure environment. It is important to exercise caution about the contents of e-mail and access to files and machines in which confidential information about students might reside.

Caution is especially important when considering posting directory information, class lists, grades, or any personal identifying information (including photographs) about students to school, department, lab, or class web pages to which there could be public access. Individual communication with students as well as work done by the student is considered student information. Whenever possible, student information should appear only in an environment to which authorized parties have access. Here are a few more important guidelines:

- Clarify with students who will and should have access to the class web page and who should not.
• Clarify with the students that student information to which they are privy as a class participant is confidential and should not be shared with non-class members.
• Do not post student information (including photos) to the website open to the public without the student’s permission.
• Remove class lists, student work, and e-mail discussion from the class web pages at the end of the term.
• Obtain permission to keep student work in the course or other website after the semester.

ADA Web Accessibility Policy

In compliance with the Americans with Disabilities Act, it is the policy of Georgia Perimeter College to make all GPC Web Page information accessible to persons with disabilities in order to provide them with effective communication through the Internet. Communication should be, to the extent possible, as effective as it is for persons without disabilities. This includes all information departments, faculty, or staff present to the public over the internet.

Assistance in meeting these standards for web materials can be found several places across campus. For more information, visit the following websites:

   The Office of Disability Support Services - http://www.gpc.edu/cds/
   Faculty Guide To Disabled Students - http://www.gpc.edu/cds/Faculty_Guide.html

Deadlines & Guidelines for Adapting Courses to a Distance Format

Adapting a distance education course involves a significant investment of time and energy on the part of the instructor. It is recommended that faculty start the planning process for course development at least six months prior to the course being offered for the first time. Given the increasing demands for assistance in creating web-enhanced or web-based courses in particular, support units may set deadlines and guidelines for providing assistance to faculty in this process. Faculty are advised to contact such support units including the Center for Distance Learning, GPC Online and Educational Technologies for training as soon as they decide to develop a distance education course, but no later than six months prior to offering the course for the first time.

Faculty Support and Development

GPC provides faculty with a variety of support. This includes technical support to maintain campus infrastructure, assistance in adapting technology to classroom use, and assistance in adapting curriculum to a different teaching format. Support and assistance can be obtained through the Center for Teaching and Learning, the Center for Distance Learning, GPC Online, the Training Department of Educational Technologies (see http://www.gpc.edu/~training/), and the GPC Help Desk. Information about application to develop and offer a distance learning class may be found online at www.gpc.edu/online under Faculty Resources.
Student Expectations

Students who elect to take distance classes must complete the following:

1. Have participated in the required orientation for their particular distance learning course.
2. Be able to use the technologies required to participate effectively in the course for which they register.
3. Verify that their computers are sufficient as determined by the computer analyzer.
4. Be prepared to begin the course on the first official day of classes.
5. Be aware that the course they take will have a specific and rigid schedule of deadlines to which they must adhere.
6. Participate actively in the courses they are taking. Students are expected to answer e-mails from the instructor promptly. They must be prepared to participate in discussions and chats as required. Online students should log in at least twice per week. Teleweb students should maintain contact with their instructor as is specified in the course syllabus.
7. Be responsible. Distance courses require more self-discipline and ability to work independently than a traditional face-to-face class. Students should also realize that distance learning courses involve serious time commitments.
8. Adhere to all college policies.
9. Provide up-to-date information to the instructor regarding e-mail address, phone number, and mailing address for communication as necessary.
10. Acknowledge that they have read the syllabus and understand the course policies as required by the instructor.
11. Have the required materials.

Academic Affairs Advisory Council review and approval 10/04/05
Approved by President’s Advisory Board 10/26/05