TALLADEGA COLLEGE

Talladega, Alabama

DISTANCE EDUCATION POLICIES

AND PROCEDURES

MANUAL

Dr. Billy C. Hawkins
President

Dr. Lisa Long
Provost/Vice President for Academic Affairs

(Revised Spring 2018)

TALLADEGA COLLEGE

DISTANCE EDUCATION POLICIES AND PROCEDURES MANUAL

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TALLADEGA COLLEGE

MISSION STATEMENT

Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.

VISION STATEMENT

Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.

CORE VALUES

Talladega College promotes its core values through:

STUDENTS FIRST: The main stakeholders are students.

ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.

INTEGRITY: Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.

DIVERSITY: Expose students to diversity inherent in the world in which we live.

EXCELLENCE: To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.

Adopted by the Board of Trustees
July 21, 2016

<center>**DISTANCE EDUCATION POLICIES AND PROCEDURES**</center>

1.0 INTRODUCTION

Talladega College strives to offer the highest quality educational experience to all of its students, whether in the traditional mode of classroom instruction or in alternative teaching methodologies, such as distance education. In an effort to reach more students, Talladega College is making more of its course offerings available in the distance education format. As defined by the Commission on Colleges, the Southern Association of Colleges and Schools (See Appendix 1), distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may employ correspondence study, or audio, or video, or computer technologies. Talladega College will employ all of these technologies in course delivery. This manual explains the policies and procedures which will be used in our distance education programs. These policies and procedures are congruent with those of the Alabama Commission on Higher Education (See Appendix 2.).

1.1 Purpose

The purpose of offering courses via distance education at Talladega College is to provide educational opportunities to as many people as possible. Utilization of the various formats for distance education (e.g., correspondence courses, tele-courses and internet-based courses) will allow the college to be all-inclusive in its outreach to current and potential students.

1.2 Mission

The mission of the Talladega College Distance Education Program is to expand access to the high quality education courses and programs offered by the institution to students who cannot or for various reasons choose not to enroll for Talladega College on-campus offerings.

1.3 Program Name

The name of the distance education program at the college will be FASTTrack.

1.4 Administration

Distance education at Talladega College will be administered by the FASTTrack Program. The FASTTrack Program is staffed by a director and a faculty manager. Administrative services are provided by the FASTTrack Program administrative assistant. Student assistants work in conjunction with Information Technology Services to staff the Help Desk dedicated to distance education. The responsibilities of FASTTrack Program include maintaining and updating the course management system(s) used by the college, maintaining a technical Help Desk, offering faculty sessions on developing and teaching online courses and certifying faculty for online course delivery.

1.5 Talladega College Commitment

Talladega College shall assure that the institution's administrative policies and procedures allow for an effective and efficient distance education support infrastructure with sufficient resource allocation to maintain the quality of offerings and services.

The institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student to participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and, (3) new or other technologies and practices that are effective in verifying student identification.

The institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs

The institution shall maintain a central repository for distance education program information (the FASTTrack Office) and a support structure for facilitating the development and refinement of distance education programs, policies, procedures, and services college-wide.

Since the mission of FASTTrack Program is to provide quality and affordable educational services to learners who use this service, the college ensures that the academic quality of distance education programs is a high priority. Talladega College Online has the administrative infrastructure (guidelines and policies for instruction), technology infrastructure (internet access, computing/networking standards, help desk services), faculty support (including access to and training in a variety of instructional media, virtual library and other required resources), and student support services (advising, placement testing, library support, technical support) necessary to meet the needs of distance education students.

In accordance with the Distance Education Policy statement of the Southern Association of Colleges and Schools Commission on Colleges, all distance education courses and programs will be assessed and evaluated on a regular basis.

Online courses will carry the same weight as traditionally taught courses when a faculty member's workload is tabulated.

1.6 Periodic Review of Policies and Procedures

The policies and procedures stated in this manual will be reviewed and updated on a regular basis.

2.0 PRIVACY

2.1 Student Privacy

Talladega College verifies identity of a student who participates in class or coursework by using a secure login and pass code. The student must first sign into the Jenzebar course management system using a secure login and pass code. The student must login to www.mytalladega.edu with the ID number assigned to the student upon admission and a pin number issued specifically to the student through the Information Technology Department. The student must change his temporary password

to a privately selected one to be used for all future logins into the course. The student is allowed access to the coursework only after the registration process is complete. The student can only access the course through the secure login and pass code. Each time the student enters the course the ID and password must be verified. If the course is a hybrid course, the student must meet at least four sessions on campus which allow proctoring of tests. Passwords of online students are known only to them. The college is continuing to seek additional and improved methods to help ensure that students participating in online courses, and taking online exams, are the same individuals enrolled in the classes as the distance education program is more fully developed. The two-tier approach ensures the confidentiality of the student and his/her coursework.

Students are notified in writing at the time of registration or enrollment of any projected student charges associated with verification of student identity.

2.2 FERPA

Talladega College complies with the Family Education Rights and Privacy Act (FERPA). FERPA prohibits the release of educational records without student permission.   As are all students at Talladega College, students taking online courses are informed of their FERPA rights when they are provided access to the College catalog via the College website.

3.0 DISTANCE EDUCATION COURSES

With the growth and rapid speed of the Internet, web-based courses have increased steadily in number. The nature of web-based courses varies with the needs of the instructor and students. In some cases, the instructor places 100% of the course on the web site and the students can complete the course work at their own convenience. In other courses, the instructor may require students to meet at a given time in a chat room intended specifically to provide interaction between students and the instructor. Web-based instruction may indeed be a component of a traditional course, teleconference or interactive video instruction. In some instances, students will be required to come to campus for the opening session and to take one or more examinations.

3.1 Classifying Courses

Talladega College Distance Education policy requires that all courses in which 80% or more of the class meetings are replaced by distance education be identified as a distance education course (See definitions of course types in Appendix 3). These courses are placed in the semester schedule according to the designation in the comment section. It is important to note that should circumstances prevent the delivery of a distance education course after it has been placed in the schedule, the course must be cancelled, and students notified in accordance with policies and procedures that are outlined in this document. Virtually any discipline area can adapt some traditional courses for delivery via the Internet. Numerous examples exist in areas such as business, education, humanities, science and mathematics. Courses that include field practice, internship and clinical experiences, and laboratories can be augmented by distance education.

3.2 Course Offerings

Courses delivered via distance education shall be regular Talladega College academic department courses approved through the usual curriculum approval processes as defined by the appropriate

academic units. There shall be no distinction in quality or standards of excellence between courses offered through distance education and those offered on campus. Courses offered via distance education shall have the same rigor and expected outcomes as resident offerings. Distance education courses shall carry the same curriculum prerequisites as traditional courses.

3.3 Course Approvals

All online courses must be approved by the appropriate office prior to the course offering. All faculty teaching online must successfully complete the online certification by receiving at least 85% on an assessment.

3.4 Course Evaluation and Maintenance

Distance education course offerings shall be evaluated according to the course evaluation procedures in effect for on-campus courses.

Additional items to be evaluated shall include the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty.

Records of evaluations and the analyses of the evaluations must be kept on file, as well as documentation of the proactive use of the results of the evaluations in the enhancement of course offerings.

3.5 Procedures for Scheduling Distance Education Courses

Proposals for the development and delivery of distance education courses will follow the same procedures and abide by the same policies as traditional courses. Departments should evaluate the distance education course proposals for appropriateness and only proposals demonstrating comparable content to on-campus courses and sufficient rigor should be approved for delivery via distance education. Proposals for all new courses must include the following information and be forwarded to the appropriate office and/or committee for review and approval (FASTTrack Office):

A. Justification for the proposed distance education course.

B. A full syllabus (in the same format as for a traditional course) outlining the topics to be covered in the course and how contact hours will be addressed.

C. A copy of the syllabus.

D. The delivery method to be used is MyTalladega under Jenzebar.

E. Assessment Method

A description of assessment methods (including pre-assessment of student capability to succeed in the distance education course) and how those methods will be implemented (e.g., papers submitted via email, tests given online, etc.) should be included.

F. Interaction methods. The course syllabus will describe how faculty will interact with students and how students will interact with each other.

G. Sources of course materials (e.g., created, textbook publishers, e-journals, etc.). Course materials will be listed on the course syllabus and, when needed, a description of them will be provided.

H. Proposed class size with rationale. The minimum course capacity is dictated by the College policy. Best practices recommended in online course enrollment is a maximum class size of 25 and a minimum class size of 10 students. Department administration, faculty resources, and student demand may require exceptions to the norm.

I. To encourage high quality course offerings, proposals for new distance education courses and distance education courses with a change in course delivery and/or change in instructor must be approved in the semester prior to the course being taught.

J. Distance education course offerings shall be evaluated according to the course evaluation procedures in effect for on-campus courses.

K. Additional items to be evaluated shall include the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty.

L. Records of evaluations and the analyses of the evaluations must be kept on file within the Office of Academic Affairs as well as documentation of the proactive use of the results of the evaluations in the enhancement of course offerings.

M. To encourage high quality course offerings, proposals for new distance education courses and distance education courses with a change in course delivery and/or change in instructor must be approved in the semester prior to the semester of course delivery to allow for sufficient instructor training and course development for placement on the web.

N. Once the course has been approved at the division and department levels, and by the Curriculum Study Committee, and by the faculty it should then be submitted to the Registrar's Office to be placed on the schedule.

3.6 Accessibility

A number of accessibility issues require accommodation in the design and implementation of distance education courses for special needs students. Resources are available in the Office of FASTTrack to assist faculty with appropriate design strategies.

3.7 Institutional Accommodation

Unless otherwise stated, all Board and institution policies, standards, and guidelines for on- and off-campus instruction apply to distance education.

All academic units of the Talladega College will have an opportunity to participate in providing distance education programs and are encouraged to provide distance education wherever there is a need. Current programmatic and administrative procedures exist to accommodate persons who may not have easy access to traditional campus-based study at Talladega College due to constraints of time, distance, disability, and personal and professional issues.

To be in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, all programs, services, and activities offered by Talladega College must be accessible to and usable by persons with documented disabilities who have met the technical and academic standards for admission.

Online courses are required to be ADA compliant. For additional information on accommodation services, contact the Talladega College ADA Liaison at (256) 761-6246.

4.0 DISTANCE EDUCATION PROGRAMS

4.1 Program Offering

Degree programs offered via distance education shall be consistent with the role and mission of Talladega College and the offering units. There shall be no distinctions in content between programs offered through distance education and those offered on campus. Only approved programs offered on campus shall be offered via distance education. Selection of programs to be offered via distance education is the purview of the appropriate academic unit.

Qualified faculty will provide oversight of a program that is offered via distance education to ensure currency and quality of the program, its courses, and resources. Each program of study shall be coherent and complete and shall result in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

Prior to implementation, proposed distance education programs are to be reviewed and approved by the college process as adopted by the Board of Trustees

4.2 Program Accreditation and Approvals

As necessary and appropriate, a proposed program shall complete the approval processes of state, regional, or other agencies or associations germane to the conduct of the academic program at Talladega College (i.e., ACHE, SACSCOC).

Distance education programs shall meet the same requirements as resident programs holding special accreditations.

4.3 Program Maintenance and Continuation

The offering academic units and the college commit to ongoing support, both financial and technical, and to the continuation of the program for a period sufficient to enable students to complete the program.

5.0 DISTANCE EDUCATION FINANCIAL ADMINISTRATION

5.1 General Policies

Policies governing financial operations of distance education are approved by the Board of Trustees. Policy elements include the following:

A. Distance education programs and courses shall be self-supporting.

B. The offering academic department and appropriate dean's office have the responsibility for assuring the financial stability of a distance education offering in accordance with college policies and procedures.

C. The college shall maintain a policy of allowing adequate revenue from a distance education program to be distributed to the offering unit in order to cover course and program costs.

D. Tuition for distance education courses is the same as tuition for on-campus courses.

E. The maximum allowable tuition rate for distance education courses may be changed each year based on the percentage change in tuition approved by the Board of Trustees.

F. All program and course costs, excluding books and materials, shall be calculated as part of the total delivery costs.

G. Policies regarding payment of tuition and tuition refunds shall generally follow the campus-based policies unless different policies are approved as part of the program proposal procedure.

5.2 FINANCIAL SUPPORT, BUDGETING, AND FEES FOR DISTANCE EDUCATION COURSES

5.2.1 Funding and Financial Administration of Distance Education Courses

Unless a specific exception has been made by the Office of Academic Affairs, the development and delivery of distance education courses are expected to be funded on a self-supporting basis from course revenues or external sources.

5.2.2 Tuition & Fees for Distance Education Courses

All fees for distance education must be consistent with policies of the Board of Trustees. As such, distance education course tuition is based upon the current Office of the Comptroller published Tuition & Fees Schedule. No additional fee will be added to the traditional undergraduate rates for each distance education course.

Any fees to be charged in conjunction with web-based courses must be approved in advance as part of the budget planning process for each course and must be consistent with college policies and procedures. The FASTTrack Director will review and coordinate all requests for special differential fees and/or supplementary fees and will notify and publish any future additional fees.

5.2.3 Contingency Plan for Smaller-than-Expected Enrollments

When a distance education course is funded on a self-supporting budget model and has little or no funding from external sources, a contingency plan should be developed during the budget approval process to address "go/no go" decisions in the event that course enrollments are smaller than anticipated. If course enrollments are marginal and thus insufficient to cover program expenses outlined in the budget plan, a major effort will still be made by FASTTrack to avoid canceling the course or asking a faculty member to teach at a reduced pay rate (if taught by an adjunct or on an overload basis). However, in cases where enrollments fall far short of expectations, or a pattern of marginal or low enrollments has developed over time, financial adjustments will have to be made or the course cancelled unless some form of external funding is available. A final "go/no go" decision will be made by the director of FASTTrack in consultation with the course instructor and the Office of Academic Affairs. Talladega online courses taught during the summer session will be contingent on a minimum enrollment being established prior to the course and the instructor being scheduled.

6.0 FASTTrack FACULTY AND FACULTY SERVICES

6.1 Faculty Rights, Roles and Responsibilities

All courses offered via distance education shall have a qualified faculty member approved and assigned by the appropriate department head.

Faculty shall retain the primary responsibility and authority for the academic management and oversight of distance education courses and programs.

The assigned faculty member shall have full control of the content of the distance education course material.

The faculty member shall be expected to deliver accurate and current information and shall not include in the content of the course anything which the faculty member knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of any persons or entities.

The faculty member must respond to a student's email query within 24 hours but not later than 48 hours.

The faculty member retains the authority and the responsibility to produce any revised or supplemental materials in order to maintain or enhance the accuracy and quality of the distance education course. Expected updating of course material will be planned and methodically implemented with the appropriate support unit.

The intellectual property rights of faculty shall be governed by the policies in the Talladega College Policy on Intellectual Property (See Faculty Handbook).

6.2 Faculty Qualifications

The faculty assigned to distance education courses and programs shall have the same profile (expertise, experience, rank) as the faculty assigned to on-campus classes.

6.3 Faculty Support

Faculty shall have appropriate services and resources to assure their effectiveness as distance educators and to assure an effective and efficient teaching and learning environment. The college's distance education infrastructure shall provide development opportunities for faculty that will increase their awareness of distance education methodologies and improve their instructional skills in this medium.

The college shall provide adequate equipment, software, and communications access to faculty to support interaction with students, cooperating institutions and other faculty for approved programs and courses.

6.4 Faculty Certification

Faculty certification in the use of distance education technology and methodology is required and certification will be verified by the FASTTrack Program before a faculty member can teach a distance education course. The Office of FASTTrack should be contacted for specific dates for certification opportunities and processes.

6.5 Faculty Recognition

Faculty shall be given appropriate recognition of teaching and scholarly activities related to distance education programs commensurate with their efforts in traditional activities and programs. Faculty may be remunerated for any additional effort in serving distance education students as appropriate for the particular policies set by the individual department or division and in accordance with established college policy.

7.0 COURSE MANAGEMENT SYSTEMS AND TECHNICAL CONSIDERATIONS FOR DELIVERY OF WEB-BASED COURSES

7.1 Course Management System Selection

The Distance Learning and Technology (DLTC) Committee (advisory to the Office of FASTTrack and Office of Academic Affairs) determines which course/ learning management systems FASTTrack uses. Presently, Jenzabar v7.52 is the Learning Management System (LMS) of choice. All new development will be done through the use of Jenzabar Learning Management System. Unless a specific exception has been granted, adjunct faculty employed to teach or develop Talladega College distance education courses will be required to adhere to the same guidelines as regular faculty regarding the selection and use of course management systems as well as minimum computer and connectivity requirements.

7.2 Use of Alternative LMS/CMS

Faculty members requesting an exception to using a LMS other than one already approved by the DLTC Committee/Academic Affairs must gain approval from the Talladega College distance education support staff, the DLTC Committee/Academic Affairs, and Administration and Finance.

7.3 Minimum Computer Requirements and Internet Connectivity Requirements for Distance Education Students

Unless specific exceptions are granted, faculty will be required to develop and deliver distance education courses which can be successfully implemented by utilizing the minimum computer requirements and minimum Internet connectivity requirements established for Talladega College distance education students.

Students must be informed of minimum configurations prior to their registering for distance education courses.

Published minimum configurations must be accurate.

7.4 Policy Compliance

Faculty should be aware that the same policies which apply to general college usage of the computer network also apply to the delivery of distance education courses.

Special permission is required for distance education courses that place special demands on the institution's computer network infrastructure. The request for permission of this kind should be included with the original proposal submitted for approval to teach a distance education course. If a request for special permission was not included in the original proposal and the course has already been approved, an additional request for special permission should be submitted as soon as possible to the Office of FASTTrack.

8.0 STUDENTS AND STUDENT SUPPORT SERVICES

Distance education students shall have reasonable and adequate access to the range of student services and student rights appropriate to support their learning and successful matriculation and comparable to those offered to on-campus users. Services should include the following: admissions, cashiers, accounts payable (refunds, billing, etc.), bookstore, course catalog, academic advising, technical assistance, registration (Add/Drop), withdrawal from courses, transfers, reinstatements, financial aid information, academic calendar, student records, library services, services for disabled students (Americans with Disabilities Act accommodation), policies, procedures, and protocols for taking courses.

8.1 Student Background

Degree program entrance requirements for distance education students shall be the same as they are for campus-based students. Distance education students shall meet the same course prerequisites as do campus-based students.

8.2 Help Desk Services

Talladega College shall provide a special Help Desk for distance education students, designed to serve as a central point of contact for both technical and non-technical needs. When Help Desk personnel are not personally on duty, telephone and/or online service will be provided to assist students with their needs.

8.3 Advising Services

Talladega College distance education students have access to experienced advisers through email, telephone, and videoconferencing services. Students are referred to the appropriate adviser or department by the course instructor. The advisor will be assigned by the division dean/department chairperson.

8.4 Textbook Resources

Talladega College distance education students, as well as students on campus, are notified of the required textbook by the instructor of the course. Students have the ability to place orders online for home delivery or store pickup.

8.5 Library Resources

A wide range of electronic resources are available from Savery Library (SL) for use by faculty and students. These resources include electronic access to the catalog known as Alabama Virtual Library, reference resources, and licensed citation, abstracts, indexes, and full-text databases. For more information, faculty and students are referred to the Talladega College Savery Library website.

There are a number of electronic databases and articles from journals and newspapers which are available to distance education students. Students who take online classes may gain access to these databases after they have been authenticated via a proxy server. The username and password which is used to access other information such as email and their student information system is also used for authentication.

Students shall be provided distance education library services information via a short handout, Web, or other means to be included by the instructor with the course materials. Information regarding Web access to the college network should be included as well as the librarian's contact information, and interlibrary loan forms. The FASTTrack Director will provide this information in a package that faculty can email or ship to students.

Faculty shall be encouraged to incorporate the use of library resources in their distance education courses. Refer to the library for additional information.

8.6 Course Registration

Registration is available online for all students via MyTalladega.com. The process is the same for distance education students as for on-campus students. MyTalladega and campus email addresses which are required for registration will be provided to distance education students in a timely manner.

Difficulties and/or questions about the registration process should be referred to the Registrar's Office (256-761-6253) or to the student's advisor.

8.7 Orientation

Orientation will be provided for all distance education students online by the course instructor. The orientation is designed to familiarize new and prospective students with the online learning environment. A prepared package is available from the FASTTrack Office that can be distributed by the faculty member.

9.0 FACULTY COMPENSATION

The compensation guidelines provided here are intended to address typical situations where expenses for distance education courses are expected to be paid. It is also recognized that some distance education courses may receive financial support from external grants or sponsored projects for course development and/or delivery.

In these exceptional cases, some flexibility may be given for approval of alternative compensation by the Provost/Vice President of Academic Affairs.

9.1 Compensation for Course Delivery/Instruction/Teaching

It is anticipated that most Talladega College distance education courses will be taught as an in-load course assignment. However, circumstances may occur where it will be necessary to have a distance education course taught on an overload basis. When that is the case, the faculty will be compensated for teaching a course at the existing compensation rate if taught on an overload basis.

9.2 Compensation for Adjunct Faculty

Per course pay for adjunct faculty who teach distance education courses will be the same as compensation paid to full-time Talladega College faculty who teach these courses during the fall or spring semesters as an overload. Adjunct faculty must agree to specific enrollment minimums for each distance education course taught. Normally, these enrollment minimums will be finalized during the employment process and prior to advertising the course.

Exceptions to the above compensation rates must be approved by the Provost/Vice President of Academic Affairs.

9.3 Compensation for Department Heads and Other Faculty on Twelve-Month Contracts

When teaching a Talladega College distance education course as part of his/her regular workload, department heads and faculty on twelve-month contracts will be eligible for compensation consistent with that paid to nine-month faculty when developing/teaching a distance education course on an in-load/overload basis. Academic personnel on twelve-month contracts can teach no more than one distance education course per term when additional compensation is paid. Exceptions must be approved by the Provost/Vice President for Academic Affairs.

10.0 EVALUATION AND ASSESSMENT

10.1 Evaluation of course offerings

Each distance education course shall be evaluated by students in the same manner as on-campus course offerings. Additional response items shall include the effectiveness and efficiency of the delivery systems, access to academic resources, and access to student services.

Program heads shall review evaluation results with assigned faculty, support staff, and cooperating unit heads as appropriate to facilitate the continual refinement of distance education course offerings.

Consistent with the policies governing on-campus course evaluations, documentation of distance education course evaluations and of the proactive use of the results to enhance course quality shall be maintained in the offering unit office. Summary reports shall be forwarded annually to the Office of Institutional Effectiveness and Research.

10.2 Assessment of Programs

Each distance education program shall be assessed in the same manner and generally at the same frequency as the specific department's assessment of programs offered on campus.   Elements covered in the assessment shall include student learning outcomes and retention.

The program head shall review assessment results with assigned faculty, distance education and technical staff, and cooperating service unit heads as appropriate to facilitate the continual refinement of the distance education program.

Documentation of this process and of the proactive use of the results to enhance program quality shall be maintained in the offering unit office and be available for review.

10.3 Outcomes

Student learning in distance education programs shall compare favorably to student learning in campus-based programs. Documentation of outcomes shall be maintained in the offering unit office and be available for review.

11. Mandatory Requirements

Please use this as a check off list when preparing your course:

Course Shell		Mandatory Course components
Discussion Forums		Each course should have at least one discussion forum a week in which instructors post an initial question for students to respond to and instructors submit follow up questions. The weekly forums will be graded and averaged with their other grades.
Announcements		The *Main Page* of your course should be used to post weekly announcements including but not limited to- Course Welcome, Weekly Introduction of objectives, and end of week wrap up.
Grade book		Grade book should be set up to reflect the points students will earn in the course. This should be done before the start of the class.

Post Syllabus		Each course should have a syllabus
Contact Information		Your **contact information (include a phone number)**, **office hours**, and **picture** should be available in the *Course Information* section of the course shell.
Coursework		**All assignments should be listed under coursework at the start of the session**. Students must submit all assignments in the course- do not allow students to email their assignments.
Q&A Thread		Create a Q&A thread under collaboration for general questions from the students
Weekly Instructional Material		A tab should be created for each class week that provides instructional material for the students. This may include lectures, articles, or other supplements to assist student's understanding of the week's key concepts and meet course objectives.
Course Set Up		Each course must be set up at **least two weeks** before the start date. If it is not, the course may be given to another instructor.

For additional help with Jenzabar review the Help guides.

Fast Track		Minimum Requirements
Number of times to log onto Jenzabar each week		5 days out of the week and 1 must be a week day. Some activity must be taking place- posting in the forums, returning graded assignments, etc.
# of posts		Post at least 2xs on 3 days in the discussion forum (at least one post must be on the weekend)
Grading Rubrics		Provide rubrics for each assignment that clearly explain how students will be evaluated (I have templates if you need them)
Response Time to Student emails/ phone calls		24hrs- weekday 48hrs-weekend
Classroom Observations		Each class will be observed for compliance with minimum standards- more information to follow.
Report At Risk Students		Early Alert Form
Office Hours		2hrs/week should be posted in the course shell so students know when you are available. These should be two hours in which students can contact you via phone, email, Skypes, etc. The 2 hours may be on the same day or 1 hour on 2 different days.

Talladega College

Online Faculty Certification

Training (2 week online course):

Faculty are required to certify in order to teach online. Training consists of the topics listed in the chart below. Faculty must demonstrate competency of the content learned by scoring at least 85% on an assessment.

Once a faculty certifies to teach online they must successfully complete annual refresher training. In addition to the refresher training which covers the content in the chart below, faculty should complete at least one faculty development workshop a year.

This training will be conducted online in the LMS to give faculty an opportunity to view a course from the perspective of the student. This will also allow for the training of faculty who are not local.

TOPICS	PURPOSE	LEARNING OUTCOMES
Utilizing Jenzabar	Develop a proficiency using Jenzabar	- Create courses - Create announcements - Create weekly discussion forums - Create weekly supplemental material - Create and post videos - Create assessments - Navigate Jenzabar
Creating Syllabi	Learn to write a collegiate level syllabi that conveys clear expectations for the course	-Identify the four components of objectives -Develop course level objectives -Map objectives to assignments and weekly lessons -Develop syllabi that establish a contract with students by publicly stating policies, requirements, and procedures for the course

Policy Training	Demonstrate an understanding of regulatory policies	-Review FERPA policy -Review ADA policy -Review IT security policies -Review School Policies
Minimum Online Faculty Standards	Demonstrate an understanding of the minimum standards	-Review minimum standards of online participation for faculty -Review grading deadlines -Review course standards -Review student response time policy -Compare minimum standards and best practices

Please note it is also important that students are trained on using Jenzabar. This can be done by creating a free online orientation course in conjunction with the IT and Online Studies Department. It is mandatory that students complete this course at least once, but the course is available to them each semester.

Review:

Oversight must be in place to ensure faculty are in compliance with policies and minimum standards. The Faculty Manager will provide oversight for the online courses.

COMPLIANCE MEASURES	PURPOSE
Perform weekly checks of the course shells	-Make sure faculty are participating in the discussion threads the required number of days. -Make sure assignments are graded within 5 days after the due date. -Make sure the grade book is updated
Complete end of course evaluation	-Identify faculty strengths and weaknesses in the course -Determine faculty compliance
Administer faculty self-reports	-Provide faculty an opportunity to identify their strengths and weaknesses in an attempt to improve their online facilitation skills

Number of times to log onto Jenzabar each week		5 days out of the week and 1 must be a weekday. Faculty should not be out of the course for more than one day at a time. The Fast Track office should be notified if you have to be out for two consecutive days or more.

# of posts		Post at least 2xs on 5 days in the discussion forum (at least one post must be on the weekend)
		• Discussion posts should elaborate on course concepts, introduce topics, and provide instructions. • All posts should include open ended questions to keep the forums moving. • Students should be addressed by name in the forum. • If students have not begin to post then you should submit a post that includes a question to jumps start the forum. • By the end of each week you should have responded to each student at least one time in the forums. • Most of your posts should be supported by information from the course text and properly documented using APA formatted. intext citations and a full reference. Model what you want to see in the forums. • It is good practice to include supplemental material such as an article or video in at least one of your posts.
Grading Rubrics		Provide rubrics **for each written assignment** that clearly explains how students will be evaluated (Templates are available if you need them)
Grading		All assignments must be graded within 7 days of the due date. Timely feedback is imperative. While 7 days is the standard, 5 days is highly recommended.
Feedback		*Substantive feedback must* be provided for each assignment. All assignments should clearly explain why points were deducted. When grading written assignments the rubric should be pasted in the assignment with comments. **ALL discussion forums should include feedback.** Feedback should recognize strengths, identify errors, and make suggestions for improvements. Providing examples or weblinks with examples is recommended.
Response Time to Student emails/ phone calls		24hrs- weekday 48hrs-weekend
Report At Risk Students		Anytime a student is failing or at risk form must be submitted to the Fast Track and Retention offices. **Your report must show effort on your part to reach out to the at risk student.**
Office Hours		2hrs/week should be posted in the course shell so students know when you are available. These should be two hours in which students can contact you via phone, email, Google Hangouts, etc. The 2 hours may be on the same day or 1 hour on 2 different days.

Courses will be evaluated for compliance.

Student Reference Guide for Online Courses

My Talladega (Learning Management System)

<u>Revised 2018</u>

Information Technology Department
Sumner Hall (Basement)
Director
Mrs. L. Brewster
IT Support
Mr. Cristopher Turner: 256-761-6598 [IT Support]
Sharon Downing, 256-761-6232 [Email and IT Support]
Help Desk Ticket : 24/7
If you are having trouble with My Talladega go to

http://www.talladega.edu/support/OnlineHelpDesk.asp and submit a help desk

ticket

Instructions for logging into My Talladega:

    1. Enter your ID number in the " ID Number" field.

    2. Enter your Password in the PIN field.

    3. Click the Login button.

ID Number: [＿＿＿＿]   Pin: [＿＿＿＿]   **Login**   *I forgot my password*

How To View Your Courses

1. Log into My Talladega https://my.talladega.edu

2. Look on the left hand side to find my courses

4. Courses will display, select your courses

5. View your course syllabus and course assignments

How to Add/Drop Classes

1. Go to www.talladega.edu

    2. Click on My Talladega
    3. Login Info: Username: Student ID; number / Pin: Assigned Code

    ID Number: [ ] Pin: [ ] [Login] *I forgot my password*

    4. Click on "Student Tab"

    TALLA/EGA   Welcome back Hans G Fritschi (*Personal Info | Logout*)

    HOME   ACADEMICS   LIBRARY   GIVE TO TALLADEGA   CAMPUS LIFE   ADMISSIONS   FAST TRACK   STUDENTS   EMPLOYEE INFO   MORE ▼
    You are here: Students > Course Information
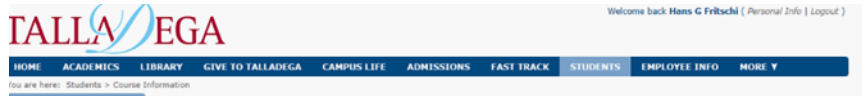
    5. Click on "Course Search"
    6. Change term to current term
    7. Select search classes or add classes by course code

    Course Schedules

    Add/Drop

    Alert: The Add and Drop Period is closed but you may be able to a
    drop one or more registrations.

    Current Term: Spring 2013 Semester
    Add Period Closed / Drop Period Closed

    Add/Drop Courses   Course Search
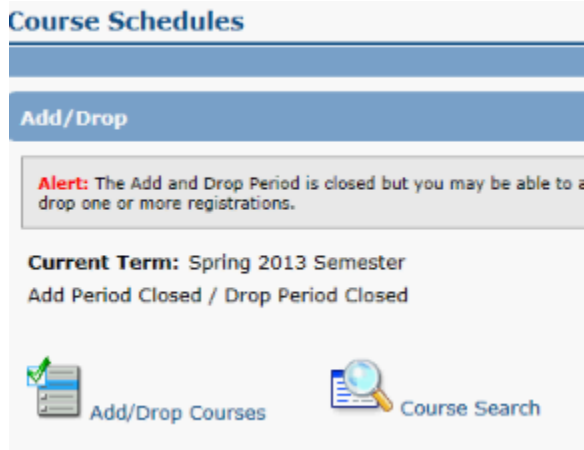
    8. Review your schedule for accuracy
    9. Print schedule

How To Check Your Assignments

1. Go to www.talladega.edu

    2. Click on MyTalladega
    3. Login Info: Username: Student ID; number Pin: Assigned Code

    ID Number: [ ] Pin: [ ] [Login] *I forgot my password*

    4. On Left Hand Side Locate My Courses
    5. Double Click onto My Courses

6. All Courses should expand.
7. Select Your Course

7. Select Coursework

8. View your Coursework Listed

How To View Your Schedule

1.   Go to www.talladega.edu
2.   Click on My Talladega
3.   Login Info: Username: Student ID; number/ Pin: Assigned Code

4. Locate Student Tab (within the top of the toolbar)
5. Select Course Information (left hand side)

6. Your Schedule Will be listed like so

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

DISTANCE AND CORRESPONDENCE EDUCATION

Policy Statement

Definition of Distance Education

For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Policy Statements

1. At the time of review by the Commission, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

2. At the time of review by the Commission, the institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

3. At the time of review by the Commission, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

4. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.

5. Institutions must ensure that their distance and correspondence education courses and programs comply with the *Principles of Accreditation*. This applies to all educational programs and services, wherever located or however delivered.

Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

Mission

If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of distance and correspondence 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.

Distance and correspondence 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.

Academic support services are appropriate and specifically related to distance and correspondence education.

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.

For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.

For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Faculty

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

Institutional Effectiveness

Comparability of distance and correspondence education programs to campus-based programs and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Library and Learning Resources

Students have access to and can effectively use appropriate library 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 offered through distance and correspondence education.

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

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

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

Policy on Distance Education

Definition of Distance Education: A formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, or computer technologies. Distance education, distance learning, and e-learning are recognized by the Commission as being synonymous terms. Academic courses or programs are considered to be distance education entities when over fifty percent of the content is delivered through distance education modes. [Based on the Council on Occupational Education (COE) and the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) definitions.]

The Role of Distance Education in Alabama Higher Education: The Commission on Higher Education supports the use of distance education by public higher education institutions in the state as one means of providing higher education opportunities to Alabama citizens and to other students who are enrolled at Alabama public institutions.

Institutional Responsibility: Institutions are to set tuition for distance education offerings, ensuring that they meet statutory requirements. Institutions providing distance education courses or programs are expected to be in full compliance with the standards and/or requirements of any appropriate governing or accreditation authorities.

Commission Responsibility: Units of instruction offered by Alabama public institutions and funded by state appropriations, including distance education offerings, are subject to Commission approval by statute. The Commission also has statutory responsibility for data collection related to funding recommendations, statewide planning, and various state and national reports. Therefore, the Commission's distance education policy addresses three fundamental areas, listed below.

Relationship to the ACHE Standard: For the purpose of inclusion in state formula calculations, student data from distance education offerings must meet one of the following criteria [See Implementation below]:

1. Students who are enrolled at Alabama public higher education institutions and whose legal permanent address is within the state of Alabama;

2. Students who are enrolled at Alabama public higher education institutions and whose domicile is within the state of Alabama;

3. Students who are enrolled at Alabama public higher education institutions who are residents of counties in adjacent states within fifty miles of a campus of an institution, provided that the campus existed and operated as of January 1, 1996 (Fifty-Mile County). (Administrative Code, Chapter 300-2-3, Rule .03.)

Data Collection: The Commission will collect data as deemed necessary on all distance learning students enrolled in credit courses at Alabama public institutions to meet federal, regional, and state requirements.

Relationship to the Commission's Academic Program Inventory:

     1. In order for student data from such programs to be included in state formula calculations and any Commission data collection, academic programs offered through distance education by Alabama public institutions must have been approved by the Commission on Higher Education and must be listed in the Commission's Academic Program Inventory with no restriction to a military base.

     2. Programs approved by the Commission on Higher Education do not require additional Commission approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

     3. The Commission on Higher Education does not require approval of individual courses for distance education purposes.

Implementation: For data collection purposes, implementation in relation to the ACHE Standard will begin in Academic Year 2008-09 (FY 2010-11) and will not be fully implemented until the Fiscal Year 2012-13 Unified Budget Recommendation.

Approved June 22, 2007