



CITATION REFERENCE

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Responsible Office: eLearning

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Distance Education Policy

Policy Statement

In keeping with the College of Coastal Georgia’s mission and strategic plan, distance education is intended to expand student access to higher education by providing an affordable and accessible quality education. This policy serves as a guide for developing and implementing distance education and to effectively and efficiently communicate quality standards for the delivery and assessment of distance education.

Reason for Policy

This policy is intended to assist School Deans, department chairs, faculty, and staff with ensuring that fully and partially online courses are of the highest quality and can be supported sufficiently with college resources and support infrastructure.

Entities Affected by This Policy

Provost & Vice President for Academic Affairs, School Deans, department chairs, faculty, staff and students.

Who Should Read This Policy

Provost & Vice President for Academic Affairs, School Deans, department chairs, faculty and staff should read and be familiar with this policy.

Contacts

Contact	Phone	E-Mail
Director of eLearning	(912) 279-4505	lmcneal@ccga.edu

Website Address for This Policy

http://www.ccgga.edu/uploaded/Institutional_Effectiveness/CCGA_Distance_Education_Policy.pdf

Related Documents/Resources

None

Definitions

Distance Education¹

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 education course or program.

Instructional Delivery²

- Fully at a Distance: a course offered fully at a distance, delivering more than 95 percent of sessions via technology.
- Partially at a Distance: a course offered partially at a distance, delivering more than 50 percent of class sessions via technology.
- Hybrid: a course that delivers 50 percent or less of class sessions via technology.
- Technology Enhanced: a course that uses technology to deliver content, but no class sessions are replaced by technology.

Overview

The College of Coastal Georgia uses the underlying concepts in SACSCOC's *Principles of Accreditation* and follows these guideline statements in implementing and reporting on distance and correspondence education programs.

Curriculum and Instruction: Distance education courses and programs will adhere to the same academic standards, policies, and rigor as those offered on campus. The programs and courses offered via distance education will be approved through the same curriculum approval processes as campus-based courses and programs; comparable in quality and content; and assessed and evaluated on a regular basis.

¹ SACSCOC Distance and Correspondence Education Policy Statement; edited: January 2012.

² University System of Georgia Data Element Dictionary: Instructional Delivery Codes, SEC025 Description Elements, July 25, 2016.

Faculty: All distance education courses and programs will be taught by a qualified, credentialed faculty member approved and assigned by a department chair who also needs to ensure that the faculty member has the appropriate distance education training. Before being scheduled to teach an online course, all faculty (full- and part-time) must complete CCGA-offered training or demonstrate online teaching competence. CCGA training will include best practices in teaching online courses as well as course-design principles. Policies for faculty evaluation will include appropriate recognition of teaching, service, and scholarly activities related to distance and/or correspondence education programs or courses.

Institutional Effectiveness: The College’s academic review of distance education programs will be comparable to campus-based programs, including assessments of student learning outcomes and student satisfaction. The Offices of eLearning and Institutional Effectiveness will assist departments offering online courses and programs in the implementation of an evaluation process based on adopted design standards and rubrics (such as *Quality Matters*).

Library and Learning Resources: Equivalent library and learning resources will be available to students enrolled in distance education programs and courses. Elements of library support and learning resources available to students will include electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, reciprocal borrowing and interlibrary loan services, and cooperative arrangements with other libraries for collection access. The library will regularly evaluate learning resources provided to distance education students and make recommendations.

Student Services: Students enrolled in distance education courses will have adequate access to a range of student support services comparable to those offered to traditional, on-campus users. Academic Affairs provides services that include academic advising, tutoring, registration, course withdrawal, academic calendar. Student Affairs and Enrollment Management provides services that include admissions, payment processing, financial aid information, disability and counseling services.

Facilities and Finances: Appropriate technical expertise, technological infrastructure and support will be available to meet the needs of faculty, staff, and students engaged in distance education programs and courses. Additionally, students’ privacy and identity will be secured using an array of techniques, including secure login and password, proctored examinations (supervised face-to-face, electronic, and/or online services), and authentic assessments. Financial support for distance education is also part of the annual budgetary process for the College.

Responsibilities

The responsibilities each party has in connection with the Distance Education Policy are:

Party	Responsibility
Office of eLearning	Address any problems which may arise with distance education delivery and train instructors in the use of online learning software.
Office of Institutional Effectiveness	Ensure assessment and evaluation of online instruction is conducted on a regular basis as part of continuous quality improvement.

Forms

None

Appendices

None