

Atlanta Metropolitan College



Distance Education Instructional Delivery Plan

(Revised April 7, 2010)

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Introduction

This Instructional Delivery Plan (IDP) will guide distance education courses and programs at Atlanta Metropolitan College (AMC) and has been developed in support of AMC's on-going commitment to quality in the delivery of its distance education programs and courses. This IDP has also been developed based on the Principles of Accreditation as defined by the Commission of Colleges (COC) of the Southern Association of Colleges and Schools (SACS) and the University System of Georgia (USG) policies and procedures. AMC also endorses the "Principles of Good Practice" as defined by the Southern Regional Educational Board.

For the purposes of this IDP, a distance education course (DE) is defined as "...one in which the majority (more than 50 percent) of instruction is delivered through one or more forms of distance technology, *and in which the instructor of record and the student(s) are separated by time and/or geographic location.*" Section II, CIR Data Element, Dictionary. Retrieved October 19, 2009 from The University System of Georgia Website:

<http://www.usg.edu/research/students/cir/cirled/sect2c.phtml>. In distance education courses and programs, student-instructor interactions may occur and course materials may be delivered in an asynchronous or synchronous mode over a wide spectrum of existing and evolving media and technology. A degree or certificate program is considered to fit within the distance education format when a substantial number of credit hours (fifty percent or more of the required courses for a program) will be delivered through distance education.

Rapid advancements in technology will continue to create new methods for enhancing the delivery of courses and programs at a distance. Therefore, policies and procedures that affect distance education will continue to change and these policies should be considered "interim" in nature and reflect the latest developments at the time of approval. As advancements occur and the policies and guidelines of The University System of Georgia (USG), or the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) change, this document will be revised to incorporate those changes.

AMC's distance education software platform, GeorgiaVIEW Vista, is a secure site that contains security protocols that restrict the access of personal information including evaluation results by requiring a username and password to access all DE courses.

The following distance education policies and procedures are intended to assist with planning, coordination, and technological support for participating administration, faculty, students, and staff. The policies and protocols of the IDP are based on current AMC academic policy statements, the college's mission statement and the strategic plan, and shall apply to all distance education activities.

Institutional Context and Commitment

Atlanta Metropolitan College fully integrates distance education into its organizational and governance structure. The following sections outline the institutional context and commitment to distance education with respect to the areas of policy, governance, organization and coordination, as well as planning and budgeting.

Policy Statement

In keeping with AMC's mission and strategic plan, distance education is intended to expand student access to higher education by providing affordable, accessible, and relevant education for a diverse population of traditional and non-traditional students. Distance education at AMC is intended to increase the affordability of education by reducing commuting costs and providing greater flexibility in scheduling to accommodate the changing needs of the student body. AMC will ensure that all distance education courses have adequate oversight, resources, faculty and student support, security measures, and comply with copyright laws. AMC will also ensure that distance education courses are consistent with its mission, values, visions, and institutional strategic goals as well as adhere to the Principles of Accreditation as defined by the Commission of Colleges (COC) of the Southern Association of Colleges and Schools (SACS) and the "Principles of Good Practice" as defined by the Southern Regional Educational Board.

Institutional planning for the development of distance education courses and programs will reflect input from ongoing course and programmatic assessments and evaluations.

Governance

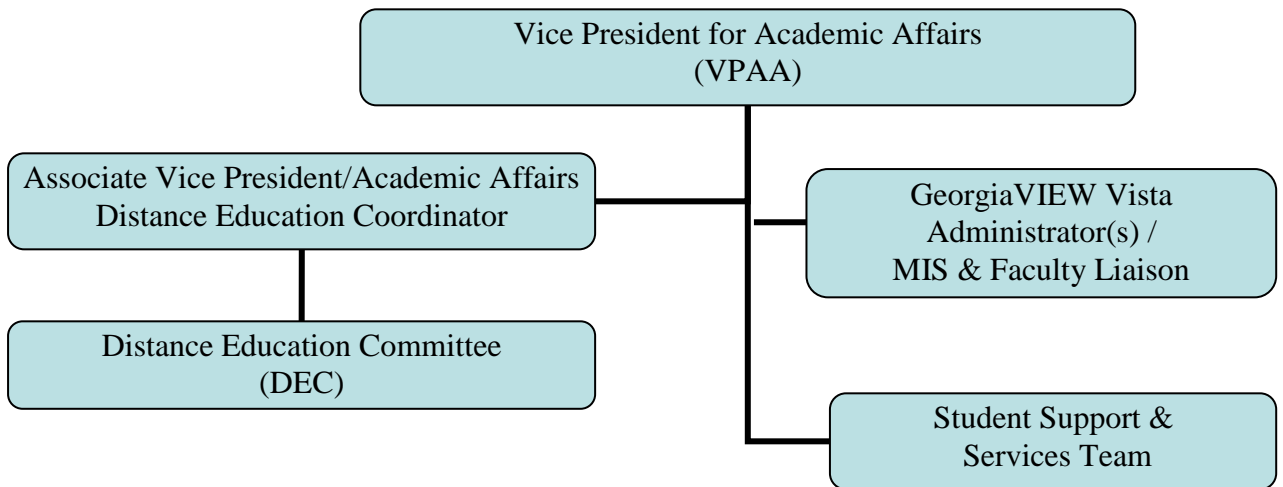
AMC's current administrative policies and procedures allow for an effective and efficient distance education support infrastructure and provide sufficient resources to maintain the quality of offerings. The primary oversight body of the AMC distance education program is the Distance Education Committee (see the college's organizational chart below).

The Distance Education Committee (DEC) is a major component of the administrative structure for distance education and is chaired by the Associate Vice President of Academic Affairs (AVPAA). The DEC is recognized as a standing committee of AMC with all of the attendant structural and administrative implications thereof, and is composed of representatives from all units of the college, including the administration, faculty, staff, and the student body. As with all on-campus courses, DE curriculum and policy related matters will be submitted for approval through the Vice President for Academic Affairs, Educational Policies/Curriculum Committee, the Executive Committee, the faculty, and finally to the President for final approval.

The AVPAA is responsible for planning and coordinating all distance education activities across multiple units and will serve as a point of contact for all distance education constituents, including students. The AVPAA will maintain oversight of all distance education courses and programs and will provide oversight for the annual tasks of planning, evaluation and assessment. In addition to these activities, the AVPAA will also review, evaluate, and recommend distance education policies, practices, and procedures, and will submit findings and recommendations through the proper administrative approval process. The Vice President of Academic Affairs will ultimately approve the schedule of all courses, including distance education courses and programs on a semester-by-semester basis.

Organization and Coordination

The following chart outlines the placement of distance education in AMC’s organizational structure.



Roles & Responsibilities

The Vice President of Academic Affairs (VPAA) will:

1. exercise administrative oversight of all distance education courses and programs.
2. recommend to the college President, the appointment of both the Distance Education Coordinator and the GeorgiaVIEW Vista Institutional Administrator(s).
3. regularly update the Executive Committee regarding the status of distance education and proposals to expand DE course and program offerings.
4. ensure that DE courses and programs follow the same planning and assessment processes as on-campus courses and programs.
5. ensure that DE courses and programs are evaluated on a regularly scheduled basis.
6. ensure institutional support for and awareness of DE courses and programs.
7. ensure appropriate student engagement and interaction (synchronous or asynchronous) between instructor and students as well as among students.
8. approve DE course and program offerings as well as course schedules.
9. refer DE policy and curriculum approvals to the Executive Committee.

The Associate Vice President of Academic Affairs/Distance Education Coordinator will:

1. oversee, facilitate, and coordinate the day-to-day operation of distance education courses and programs.
2. chair the Distance Education Committee.
3. be responsible for implementing a process to ensure on-line course maintenance, back-up, and retrieval.
4. ensure that appropriate student engagement and interaction (synchronous or asynchronous) between instructor and students as well as among students takes place.
5. coordinate off-campus proctoring of exams.
6. evaluate the DE program and make recommendations to the VPAA regarding improvement, expansion, modification, and direction.
7. implement and conduct a quality review process.
8. schedule, implement, and evaluate faculty, staff, and student orientation and training.

9. develop and maintain a process to ensure that DE faculty, staff, and students have the appropriate training, instructional, and learning resources.
10. provide the logistics and processes to monitor and address faculty, staff, and student needs.
11. survey and regularly communicate with faculty, staff, and students to ensure that each has adequate resources.
12. provide student support and assistance in resolving matters related to academic support and student services.
13. make recommendations to the DE Committee on ways to maintain and improve DE quality in the areas of academic support and student services.
14. oversee the management and scheduling of academic support and student services as they relate to distance education.
15. evaluate and ensure that all DE courses meet appropriate academic standards.

GeorgiaVIEW Vista Institutional Administrators (MIS and Faculty Liaison) will:

1. monitor the integrity and security of DE courses and programs.
2. provide functional system administration and user support to faculty, staff, and students.
3. enroll and manage users, course templates, institutional settings, and institutional level passwords.
4. ensure that the DE technology infrastructure is reliable, safe, and secure.
5. provide technical support and assistance (related to distance education) to faculty and staff and students.
6. ensure that the DE technology is up-to-date and that the related hardware and software are regularly and appropriately maintained.
7. serve on the DEC.
8. perform all other duties as assigned by the University System of Georgia and the Office of Academic Affairs.

The Distance Education Committee will:

1. review new course and program proposals and make recommendations to the AVPAA.
2. review policies and procedures for all aspects of the DE program and make appropriate recommendations to the AVPAA.

3. evaluate the DE program and make appropriate recommendations to the AVPAA for changes, expansions, and/or modifications.
4. hear students' grievances and make appropriate recommendations regarding issues that are not curricular in nature but relate specifically to distance education.

The Student Support and Service Team will:

1. monitor, survey, and ensure that student services are adequate.
2. provide student support and assistance in resolving matters related to academic support and student services.
3. make recommendations to the DEC on ways to ensure that excellence is inherent in every component of distance education including academic support and student services.
4. oversee the management and scheduling of academic support and student services.
5. review and regularly evaluate a process for effective communication with students to ensure that their needs are being met.

Planning and Budgetary Process

AMC provides distance education as a means to achieve its strategic goal "to increase capacity and student access." All distance education activities are integrated into the planning and budgetary processes of the college. Distance education courses are published through the AMC website. Faculty loads are counted equally whether courses are taught via distance education or on-campus. Planning and budgetary approvals related to the distance education program conform to the same process (Strategic Plan 2008-2013) used in determining support for on campus courses. The college's planning and budgetary processes are described at the website for the Office of Institutional Research, Planning and Assessment (www.atlm.edu/irpa).

Curriculum and Instruction

Academic standards for all distance education courses and programs are the same as those for face-to-face on-campus courses and programs and result in learning outcomes appropriate to the rigor and breadth of the certificate or degree awarded. Each DE course will provide for appropriate interaction between faculty and students. The college will ensure that

instructional materials are evaluated and integrated into the instructional process in a manner that is consistent with DE best practices and standards.

Distance education courses are identified with the same course title, course number, and credits as equivalent on-campus courses. Distance education course syllabi must subscribe to the established format which require a course description, learning outcomes, course outline, office hours (or “virtual office hours”), and other course content as described in the AMC Faculty Handbook.

Academic Standards: Course Design

All courses offered through distance education shall adhere to the following course design, practices, and standards.

1. Administration and implementation using the AMC supported learning management system, GeorgiaVIEW Vista.
2. Content that includes, but not limited to, a syllabus, learning modules, discussion board, calendar, assignments, assessments, learning resources, student-teacher interaction tools and e-mail communication tools.
3. Course objectives clearly stated and consistent with learning outcomes, teaching methodologies, and course assessment.
4. Learning outcomes clearly stated within the syllabus, written at the appropriate level of Bloom’s taxonomy, observable, measurable, and achievable.
5. Presentation of course content that foster active learning opportunities by being easily navigable, made available to students in manageable segments (chunking), and presented in a logical progression.
6. Clear instructions, definitions, and appropriate ancillary resources available as part of the course content in GeorgiaVIEW Vista.
7. Opportunities for students to participate in formative and summative evaluations through the GeorgiaVIEW Vista assessment tools.
8. Presentation of course material that complies with web accessibility standards as outlined by the Americans with Disabilities Act of 1990 (ADA), National Instructional Materials Accessibility Standard (NIMAS), the Individuals with Disabilities Act (IDEA), the BOBBY Worldwide Web Accessibility Tool, and the National Organization on Disability (NOD).

9. Technology appropriate to the nature and objectives of the DE courses and/or programs and expectations regarding the use of such technology clearly, communicated to students.

Academic Standards: Interaction & Collaboration

AMC requires that all courses, including distance education courses, have a structured communication arrangement between faculty and students that is clearly described in the course syllabus. Each DE course will provide for appropriate interaction between faculty and students as well as interaction among students. The institutionally defined minimum standard for syllabi content is provided in the Faculty Handbook. Faculty may communicate course information to students via various media formats, including AMC student e-mail accounts and GeorgiaVIEW Vista interaction tools.

All AMC students have access to information through institution-assigned e-mail accounts. These e-mail accounts are available shortly after registration to AMC students through the Academic Support Center and from the BANNER student portal via the AMC website. The username for each student can be obtained from the instructor of record and the default password for each student is his/her date of birth (mm/dd/yr) which can be changed at the student's discretion. Other updates of general information important to students are made available at the academic support section of the college's DE website (<http://www.atlm.edu/irpa/eCollege>) and through e-mail blasts.

All distance education courses should adhere to the following interaction and collaboration guidelines:

1. Course interaction and collaboration requirements clearly stated in the syllabus and posted within GeorgiaVIEW Vista.
2. Learning activities developed to foster faculty-student interaction, and, where appropriate, student-student interaction.
3. Clear standards set for faculty-student and student-faculty response times. It is expected that the response time for faculty and students shall be no longer than 48, preferably 24, hours excluding weekends, non-working days, and holidays.
4. Faculty-student interaction facilitated by frequently posting and moderating discussions, providing timely feedback, and participating in other interactive learning activities.
5. Timely, appropriate, and responsive assessment of student learning that are responsive to the needs of the individual learner.

6. Assignments, expectations, and performance criteria clearly communicated to students through the syllabus and posted within GeorgiaVIEW Vista.

E-mail and Communication with Students

AMC requires that all courses, including distance education courses, have a structured communication arrangement between faculty and students described in the course syllabus. The institutional minimum standard for syllabi content is provided in the Faculty Handbook. At a minimum, all faculty members are expected, at the beginning of each course, preferably on the first day of class, but no later than the end of the first week, to present students with an initial syllabus providing basic information about the course. This document must include: (a) faculty member's name, office location, office telephone number, office hours, and email address (if applicable); (b) course number and title; (c) description of the course, including co- and prerequisites; (d) course outcomes; (e) expected results; (f) methods of assessment; (g) textbook(s); (h) attendance policies; (i) course outline; (j) class calendar; (k) instructional techniques.

At the beginning of each term, three copies of the syllabus, or an electronic version, must be given to the Division Chairperson who keeps one for Division records, places one in the individual faculty member's file, and sends one to the Vice President of Academic Affairs. Ongoing informational updates are provided through student support services and the academic support websites (www.atlm.edu).

Enrollment

The distance education registration policies, including add/drop, withdrawal, and tuition refunds, are equivalent to the registration process for AMC's on-campus courses. Students are made aware of the delivery and technological requirements of each DE course through the course schedule, syllabus, and the AMC distance education website, www.atlm.edu/eCollege. Prior to or immediately after registering for a distance education course, students are notified and required to contact their instructor using their AMC-issued student email account and participate in a DE orientation session, if they have not done so previously. The DE orientation sessions are delivered through a variety of methods such as online and face-to-face. Students who do not login to their DE course prior to the end of the late registration period are reported to the Registrar as a "No-Show" and will be withdrawn from the course.

Class Cancellation

Notification of distance education course cancellations follows the same policies and procedures as on-campus courses. Students are notified of course cancellations via announcements posted on the AMC website at <http://www.atlm.edu>, by the appropriate Division, and through e-mail.

Student Services

All student services available to on-campus students are also accessible and made available to distance education students. Students enrolled in distance education courses have access to, but not be limited to, academic support services, campus activities, academic advising, counseling, library/learning resources, computer access, tutoring, and financial aid.

Academic support services are available to distance education students who need assistance in improving their reading, math, and writing skills. These support services are delivered online. Academic support staff will provide support through electronic blackboards, discussion groups, threaded discussion boards, telephone, and e-mail. For on-campus support, the Academic Support Center (ASC) provides supplemental instruction to all Atlanta Metropolitan College students. Students also receive tutorial assistance and have access to technology labs. The technology labs are equipped with software for electronic tutorials, internet resources, word processing, multimedia software, and educational software relevant to each academic discipline.

Operational times and other information regarding the Academic Support Center can be found at the AMC website (<http://www.atlm.edu>).

Georgia Library Learning Online (GALILEO) provides primary library resources for students enrolled in both on-campus and distance education courses and programs. The AMC Library staff provides student training in accessing and utilizing GALILEO resources as well as addressing other student library service needs. Through GALILEO, students have access to online scholarly research tools which include print and non-print materials and the GALILEO Interconnected Libraries (GIL) system. As an online system, GIL/GALILEO is designed to ensure universal access to a core level of materials and information services for every student and faculty member in the University System of Georgia.

Full library support and services are available to distance education students and faculty. Through online services, students may contact a reference librarian online at library@atlm.edu via the “Ask a Librarian” link (http://www.atlm.edu/current_students/library.html). Response times are usually within 24 hours, but no later than 48 hours.

The library staff provides year-round research training for all faculty and students. In addition, the AMC Library provides comprehensive resources appropriate to the instructional and research needs of all disciplines. Services are available six days a week during the semester and offer access to books, periodicals, and electronic databases.

The library houses a collection of approximately 45,000 volumes, provides access to periodical titles, and has comparable units of microfilm. A videotape/DVD collection includes drama, poetry, and history selection. Circulating books and bound periodicals are available on the third floor of the library building. Current periodicals, reference books, and microfilms are housed on the second floor. Microfilm reader-printers, cameras, camcorders, photocopiers, CD/cassette players, computers, and reserved resources are also available to students, faculty, and staff members. In addition, GIL Express and interlibrary loan services are available to provide distance education students, faculty and staff access to resources at the libraries of all USG institutions. Students are made aware of these resources through the DE orientation, class syllabus, and AMC’s website.

E-mail Support

The Management Information Systems (MIS) Department, in conjunction with the Academic Support Center (ASC), provides support to students enrolled in distance education courses by establishing, assigning, and resolving problems that may arise with AMC-issued student e-mail accounts. All issues related to AMC email accounts are referred through the Academic Support Center to MIS for resolution.

Additionally a link to the MIS Helpdesk is included on the AMC Distance Education website at <http://www.atlm.edu/irpa/eCollege/>, in a prominent place on the college’s main website at www.atlm.edu and on each syllabus. As part of the DE orientation, coordinated by the AVPAA, new students must activate their AMC-issued, student email accounts. Upon

enrollment in a distance education course, student email addresses are available to the instructor on the class roll and are accessible through the Faculty Online Services Portal at the college website, <https://atlm.view.usg.edu>.

Copyright Permission and Intellectual Property

AMC adheres to existing copyright and intellectual property policies set forth by the USG in the “Regents Guide to Understanding Copyright & Educational Fair Use” at the following website <http://www.usg.edu/legal/copyright/index.phtml>. The Guide to Copyright and Fair Use is the result of the work completed by the University System Committee on Copyright. The guide provides illustrative examples of fair use and the legal background of copyright law. The purpose of this guide is to provide faculty, employees, and students of the University System of Georgia with a basic understanding of copyright and fair use. Permission to copy these guidelines for non-commercial educational use is freely granted.

The Technology, Education, and Copyright Harmonization Act of 2002 (TEACH Act) was enacted in November 2002 as an amendment to the Copyright Act of 1976. Section 110(2) of the Act, covers distance education as well as face-to-face courses which have an online, web enhanced, transmitted or broadcast component. It exempts from liability the transmission, including over a digital network, of a performance or display of a copyrighted work by an accredited non-profit educational institution to students officially enrolled in a course or a government body to officers or employees of government as a part of their official duties or employment. It does not cover making textual materials available to students. Information related to the TEACH Act may be reviewed at http://www.usg.edu/legal/copyright/teach_act.phtml.

Academic Honesty

AMC’s Academic Honesty Policy is available on the AMC website at www.atlm.edu and is also summarized in each course syllabi. This policy is applicable to on-line as well as face-to-face courses. Faculty will take every precaution to ensure that safeguards are built into distance education courses to ensure compliance with the Academic Honesty Policy – such as prominently displaying the policy in course syllabi.

The integrity of the distance education courses and programs are ensured by: 1) continuous monitoring by the AVPAA and GeorgiaVIEW Vista Administrators, who have access to all DE courses at the “student” and “instructor” levels and who will make regular reports to the Distance Education Committee and VPAA, 2) verifying student identities through various means, including password protection/access and ID verification; and 3) providing secured student assessments through means such as proctored exams, multiple versions of exams, and scrambled exam questions and answers. The college will regularly review and assess best practices to ensure that its distance education courses and programs maintain a high-level of integrity.

AMC defines cheating in DE classes as receiving assessment/assignment answers in advance, unapproved retaking of assessments/assignments, unauthorized assistance during assessments/assignments, allowing an unauthorized person access to a DE class and plagiarism.

The academic dishonesty policy in the college catalog applies to face-to-face and DE courses.

Assessment Integrity Policies

Proctored or non-proctored exams may be required at the discretion of the instructor and must be noted in the class schedule. All assessment instruments shall include measures to assure and preserve the integrity of the assessment process. A clear process for ensuring integrity should be included in the course syllabus and posted within GeorgiaVIEW Vista. Faculty are encouraged to use a variety of methods to ensure course integrity, including distributing multiple exams versions and scrambled questions and answers. Clear instructions are provided by the instructor regarding the method, mode, due-date, and conditions for taking and submitting exams. Proctors may be selected by the course instructor pending the approval of the AVPAA utilizing the “Proctored Exam Approval Form (Appendix D)”. Further information on the policy of proctored exams is provided later in this document. Any costs associated with the submission and administration of a proctored exam is the responsibility of the student.

Contractual Agreements

No employee of AMC may enter into an agreement with a private or public entity to deliver distance education courses or programs on behalf of AMC without the expressed approval from the AVPAA in consultation with the VPAA and the President.

Withdrawals/Attendance

Withdrawal and attendance policies relating to distance education courses are the same as those for on-campus courses. Instructors shall ensure that their policies are clear and uniformly enforced, outlined in the syllabus, and posted within GeorgiaVIEW Vista.

A registered student who has failed to attend class (in person or by electronic equivalent) by the posted deadline on the academic calendar is a “no show.” In general, the deadline will be 10th day (including weekends) of the semester. The “no show” student will be administratively withdrawn and will not be reinstated unless approved by the appropriate Division Chair. The “no show” student is obligated to pay for all registration in effect at the end of schedule adjustment even though he/she did not attend. The last date of attendance in DE courses is the last day a student logs in as displayed in the electronic gradebook in GeorgiaVIEW Vista. Distance education instructors should use the Early Alert System to notify appropriate personnel concerning students who have not met minimum class requirements.

Instructors must regularly check and update the distance education course gradebook roll in GeorgiaVIEW Vista against the official roll available at the Faculty Online Services Portal at www.atlm.edu. Non-registered or unauthorized students should be denied access to the class by applying the “denied access” gradebook setting.

Student Course Evaluations

All students enrolled in distance education courses are required to evaluate their courses using the assessment instrument provided by AMC. Students will evaluate their DE courses each semester. Division Chairs, along with the AVPAA are expected to ensure that faculty teaching performance is assessed and that student evaluations for DE are incorporated into the faculty member’s annual evaluation.

Scheduling and Class Size

1. Division Chairs will collaborate with appropriate faculty to make recommendations to the VPAA regarding the distance education courses and programs offered by the division for a given term, based on institutional and departmental needs.
2. Division Chairs will forward recommendations and suggestions to the VPAA. Final approval

of distance education courses and program are made by the VPAA.

3. Any increase in class size should, in all cases, be discussed with the assigned faculty member and Division Chair.
4. The initial class enrollment size will be no more than 25 students for distance education and hybrid courses with exceptions made on a case-by-case basis with the appropriate division head, the VPAA, and the assigned faculty member.
5. Distance education courses that reach maximum enrollment should not be overridden with additional students until all sections of the same course taught through distance education reach maximum enrollment.
6. Distance education courses may be cancelled due to low enrollment after a recommendation by the Division Chair and final approval by the VPAA. Early cancellation of distance education courses is strongly discouraged since many students register for distance education courses during late registration. Low enrollment is defined as a course that has enrollment of fewer than 10 students.
7. The VPAA in collaboration with the Division Chairs and the Registrar will establish a deadline during each semester after which students will not be allowed to register for distance education classes.
8. Faculty, both adjunct and full-time, meeting training requirements may be assigned to teach DE courses.

Course Syllabi

In addition to the content mandated by the college, instructors of DE courses will include the following in their syllabi:

1. Textbook(s) and supplementary material utilized in the class and links to all internet-based resources.
2. Reference to GALILEO Training including the telephone number to the Library and the internet link to GALILEO orientation and support.
3. A clear statement of virtual and/or on-campus office hours, response time and communication preferences (e-Mail, telephone, live chat, etc.).
4. A clear statement regarding hardware, software, and information technology skills required of students to participate in the course. This includes explicit expectations regarding not only the type of hardware or Internet access students will need but also the instructor's

expectations regarding student expertise in software applications.

5. Reference to all relevant policies related to students' rights, responsibilities, and restrictions regarding the use of AMC facilities, hardware, software, wireless network, and intentional/unintentional plagiarism.
6. Reference to all policies related to academic honesty, student conduct and behavior, and an expanded definition of classroom disruption that includes "flaming," "spamming," and other forms of electronic e-mail harassment as well as a statement regarding the consequences for such disruptions.
7. Link to the distance education FAQs and other related policies on the AMC Distance Education (or eCollege) website.
8. A clear explanation of the course attendance policy and its impact on student performance and final grade evaluation.
9. Include the following statement regarding students with disabilities: *"It is the policy and practice of AMC 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 course materials for this class, please notify the instructor immediately."*
10. A disqualifier that states, "Internet links included in the course may unintentionally take students to sites with ads or other solicitations that are not recommended or endorsed by the faculty member or AMC."
11. If an e-Pack (electronic course materials) is being used, it is the instructor's responsibility to explain to students where and how they may obtain access codes and that they might be charged a fee by the publisher for the access code. This fee is in addition to fees for textbooks and other material. E-Packs and other supplemental materials required for the course must be listed in the course syllabus in the textbook or supplemental material sections.
12. Specific information regarding the process(es) for resolving technical problems during and after the normal operating hours of the institution, as well as, the instructor's office hours.
13. The institutional attendance policy regarding campus emergencies.
14. The institutional policy regarding matters relating to course grades.

Americans with Disabilities Act Web Accessibility Policy

In compliance with the Americans with Disabilities Act (ADA), it is the policy of Atlanta Metropolitan College to make all AMC webpage information accessible to persons with

disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effectively as it is for persons without disabilities. Assistance with complying with the ADA standards for distance education courses may be found at the Distance Education website at www.atlm.edu/eCollege.

Disability services are provided through the Office of Disability Services. This office can be reached by phone at (404)756-4783, and online at (http://www.atlm.edu/current_students/disability_services.html). Appointments or walk-in visits are encouraged. The office provides services that address various disabilities in the areas of physical limitations, psychological illness, and learning disorders. Disability Services holds in strict confidence the disability status of all the students it serves, and when necessary, communicates with faculty to develop strategies and accommodations to address the needs of AMC students with disabilities. Accommodations for students are based on individual needs as determined by a professional assessment of the student's mental or physical challenge(s). The instructor is expected to comply with the written individualized instructional plan provided by the coordinator of disability services.

Guidelines for Creating Distance Education Courses

Creating a distance education course involves a significant investment of time and effort on the part of the instructor. With approval from their Division Chair, it is recommended that faculty start the planning process for course development at least one semester (not including the summer), prior to the course being offered through distance education for the first time. Given the increasing demands for assistance in creating web-enhanced or web-based courses, 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 Distance Education Coordinator for training as soon as possible to begin developing the distance education course, but no later than six months prior to offering the course for the first time, unless approved by the VPAA. All new distance education courses are approved at four levels: (1) the appropriate Division Chair, (2) the Curriculum/Educational Policies Committee (3) the Associate Vice President of Academic Affairs, and (4) the Vice President of Academic Affairs. The DE course approval form is provided in Appendix B. The specific protocol for development and approval of DE courses follows.

Approval Procedure for Distance Education Courses

The institutional policies that apply to on-campus or “traditional” courses also apply to distance education, unless otherwise specified. It is recommended that a course taught through DE for the first time and/or by a newly trained DE instructor be taught initially as a “blended” course on-campus. Doing so, provides for the appropriate transition, planning, and assessment, prior to the course being taught totally online. Prior to teaching a DE class for the first time, instructors must submit their syllabus to the AVPAA for approval and complete appropriate training and course assessment. New DE faculty may obtain copies of previously developed and approved DE course templates from the appropriate DCP and/or AVPAA. These templates may be modified and submitted to the AVPAA and/or DCP for the approval of modification.

1. The New Course Proposal Form, located in Appendix B, should be completed and submitted with appropriate signatures and approvals. Completion of this form ensures that the faculty member is aware of the responsibilities involved in developing and teaching distance education courses at AMC. These responsibilities include but are not limited to: proficiency with distance education software, course quality requirements, processes for establishing and maintaining interaction with and among students, integrity of coursework and exams, completion of course and instructor evaluations, provision of access to student support such as library, counseling, career & academic advising, and technical support.
2. The faculty member should submit the completed form to the Division Chair for evaluation. This ensures that the Division Chair evaluates the proposed DE course in the context of institutional and departmental needs. If approved, the Division Chair will forward the new course proposal to the Curriculum/Educational Policies Committee (CEP).
3. The CEP Committee will review the proposal to determine if it meets institutional standards, and if so, makes its recommendation for approval to the AVPAA and the AMC SACS Accreditation Liaison to ensure that it meets SACS guidelines for approval.
4. If approved by the AVPAA, the CEP Committee will forward the new course proposal to the VPAA.
5. The VPAA gives final approval and designates when the course may be offered as a distance education course, forwards the proposal to the Division Chair for any required changes, or disapproves the course as a distance education course.

6. Upon approval by the VPAA, the course may be listed in the AMC course schedule as a distance education course.

Faculty Support

Policy Statement

Faculty members may be assigned to teach DE courses after they have successfully completed all training and course development requirements and receive approval by their Division Chair and the VPAA.

The institution will ensure appropriate training for faculty who teach distance education courses. Faculty is provided adequate equipment, software and electronic communications access to support appropriate interactions with students, other faculty and the AMC's administration. AMC will provide faculty support services specifically related to teaching in a distance education environment.

AMC addresses the increasingly diverse and reorganized roles of its faculty in its distance education policies on workload, compensation, ownership of intellectual property, and the implications for a faculty member's professional evaluation. Since distance education course development is compensated in a work-for-hire agreement, the intellectual property of the course materials for distance education and hybrid courses will remain the property of AMC.

AMC provides its faculty an ongoing program of technical, design and course development support. Training is designed to assist faculty in becoming more proficient in the use of DE technologies, especially new methods for designing and managing courses. Emphasis is placed on assisting DE instructors in developing and utilizing strategies for effective interactions with students in DE courses.

Upon completion of DE training, faculty will demonstrate the ability to:

1. Effectively teach, design, develop, and implement a distance education course.
2. Use various GeorgiaVIEW Vista communication tools to effectively engage student participation.
3. Make effective use of media resources, including video, audio, and graphics in GeorgiaVIEW Vista.

4. Manage group projects and organize/facilitate group discussion in GeorgiaVIEW Vista.
5. Utilize the GeorgiaVIEW Vista gradebook to calculate and communicate to students their assignment, exam, mid-term and final grades.
6. Implement synchronous and asynchronous DE learning activities.
7. Integrate strategies that promote student participation and interaction in DE courses.
8. Appropriately assess student learning and general education outcomes.

Each faculty member teaching a DE course is provided a laptop computer with the appropriate software which must be returned in the event the faculty member is no longer employed at AMC or no longer teaches DE courses at AMC. At least one faculty/staff development activity will be provided each semester, excluding summer. The AVPAA will conduct periodic needs assessments and coordinate with the Division Chairs to provide training to faculty and staff.

Faculty Responsibilities

Instructors using distance education modalities should adhere to the following guidelines and policies.

1. Faculty are appropriately and adequately trained and mentored. Only those faculty who meet the qualifications outlined in the *Criteria for Accreditation* by the Southern Association of Colleges and Schools will provide instruction through distance education.
2. All distance education courses must be developed in accordance with the AMC Mission Statement and the guidelines and policies of the AMC IDP Manual.
3. Faculty will ensure that distance education courses at AMC provide synchronous as well as asynchronous learning opportunities.
4. Faculty must have the basic components of their distance education courses ready for student access no later than two weeks prior to the official start of the term. This includes posting, in GeorgiaVIEW Vista, a course syllabus, course schedule (including any required campus visits), and all course materials related to, at a minimum, the first week of instruction.
5. Faculty must post in GeorgiaVIEW Vista, a complete course syllabus, including a printer friendly version that follows the “Course Syllabi Checklist” for all distance education courses.

6. AMC requires faculty to provide students an opportunity to participate in orientation as it relates to courses offered through DE. Orientation may be delivered on-campus or online.
7. Faculty must provide a variety of ways to promote students' interaction with the course content, the instructor, and peers.
8. Faculty must assist with providing students access to links to course and instructor evaluations tools that are used each term in all distance education courses.
9. Faculty must use the same textbook and follow the same course guidelines, learning outcomes, grading scales (e.g. A: 100-90, B: 89-80, etc.) and objectives as the corresponding on-campus class. Any deviations must be approved by the appropriate Division Chair, AVPAA and/or the VPAA.
10. Faculty must regularly and frequently back-up (save) all course materials. Acceptable venues for saving/backing up course materials are: computer hard drive, USB devices, external hard drives, etc.
11. Faculty must download and print the GeorgiaVIEW Vista gradebook and retain it for one year for any grade appeal issues. Faculty must also submit the Course Assessment Report and a copy of the gradebook to the Division office at the end of each semester and follow the same end-of-semester guidelines as those for on-campus courses.
12. The same grade appeal procedures and timelines used for on-campus courses are followed for distance education courses. Phone calls count as communication; therefore, it is prudent that faculty maintain adequate records of all such communications to ensure due process for all parties.
13. If an e-Pack or similar course content is used, it is the instructor's responsibility to explain to students where and how they may obtain access codes as well as if there is a fee for this code.
14. Technology used in distance education courses should be carefully chosen and utilized with a primary focus of adding teaching and learning value to a course, and not merely for organization or presentation purposes. In addition, the faculty member should consider hardware, software, network connections as well as the coordination of computer support and training needs, prior to incorporating technology into distance education courses. More importantly, faculty should anticipate and be proactive in preventing financial hardships

that students may encounter related to the cost of additional technology and supplementary resources.

Office Hours for Distance Education Faculty

Faculty who teach distance education courses will hold a minimum of two (2) virtual office hours per week for each 3-hour distance education course taught. During the virtual office hours, faculty should be available to students using various methods, including email, telephone, chat groups, and video conferencing. Face-to-face appointments may also be arranged on campus. Faculty members will include their virtual as well as face-to-face office hours in the course syllabus.

Adjunct Faculty Guidelines

Adjunct faculty teaching distance education courses are held to the same standards as full-time faculty. In addition, the following guidelines apply to adjunct faculty:

1. AMC will not be responsible for providing the adjunct faculty with a computer and/or internet services outside of what is offered on campus.
2. Adjunct faculty may be required to attend distance education faculty meetings and division faculty meetings either in person or via video conferencing, chat, or other appropriate delivery methods.
3. Adjunct faculty are held to the same GeorgiaVIEW Vista experience requirements as full-time faculty, which requires that GeorgiaVIEW Vista be utilized in a hybrid format at least one semester (not including the summer) prior to being approved to teach fully online courses, unless approved by the VPAA.
4. Adjunct faculty delivering distance education courses will follow all other campus rules, policies, and procedures related to on-campus classes.

Student Support and Training

General Policy

From the admissions process through the awarding of a degree, the standards and policies for DE academic programs are consistent with all other programs at AMC. The institutional and

degree program policies that apply to on-campus programs shall also apply to distance education courses and programs, unless otherwise specified.

DE courses will specify the nature of faculty/student interaction, prerequisite technology competencies and skills and equipment requirements. Distance education course information will clearly indicate the availability of academic resources, student and auxiliary services, costs and payment policies. Advising, recruiting and admissions materials will clearly and accurately represent the program and services available.

AMC will ensure that appropriate learning resources and student services are available for DE students to participate fully in the learning experience, using the working assumption that these students will not be physically present on campus. With variations for specific situations and as noted, these services include:

- Online access to information about AMC, its programs, courses, cost, and related policies and requirements at the college website, www.atlm.edu.
- Electronic copies of the AMC Advisory Handbook and Catalog which detail the institution's programs of study, required courses, course descriptions and prerequisites, and degree maps, tuition and fees, and refund policies are posted online at www.atlm.edu and are available to all students for review.
- Appropriate student fees related to AMC's DE courses and programs as assessed by the Business Office. These fees are collected using the same secure on-line and check payment policies as are in effect for non-DE courses and programs.
- On-line applications for admission as well as on-line placement testing.
- On-line enrollment and registration services.
- Pre-registration and academic advising. AMC's Academic Advising Program is an integral part of the distance education experience and is designed to empower students to reach their academic goals. Students are assigned an academic advisor based on their major of study, through the Office of Academic Advisement. Faculty advisors are required to communicate with their advisees through face-to-face, telephone, or e-mail. Advising policies and procedures are located in the Advising Handbook located on the college's website. An electronic advising program, CAPP is available to assist students and their advisors.

- Students are able to retrieve their advisor's name and contact information through the BANNER Student Information System. Students admitted to external degree programs will be notified of their assigned advisor by Academic Advisement.
- Timely communication with students regarding progress and performance in DE classes and programs.
- Financial aid services include but are not limited to:
 - Policy and limitations information
 - Available scholarship information
 - Application processing
 - Administration of financial aid and scholarship awards
 - Secure payment arrangement
- Library and Academic Support Center resources to include:
 - Assistance with GALILEO and training in other research and reference tools
 - Access to databases, online journals and full-text resources
 - Library use and information literacy training
 - Academic and test preparation workshops
 - Individual and group tutoring
 - Institutional agreements with other USG system colleges and universities, as well as libraries
- Distance education students will have access to online tutoring and as the DE student body and degree programs grow, additional on-site and online academic support services will be offered.
- Prospective DE students are informed of Library, learning and support services available at AMC through the DE orientation and the course syllabus as well as the college catalog and student handbooks, both of which are online at www.atlm.edu.
- Bookstore services include, on-line ordering, secure on-line payment as well as prompt delivery of books, course packs, course-related supplies and materials.
- Ongoing technical support for AMC's DE courses and programs is offered through the Office of Management Information Systems (MIS), GeorgiaVIEW Vista Institutional Administrators, and the AVPAA.

- Referrals for student learning disabilities, physical challenges, and personal counseling are made through the Office of Disability Services. Contact information for referrals and other student services is available at the college website.
- Access to the grievance policy and procedures are provided online at www.atlm.edu.
- Distance education faculty and students are assigned an AMC email account and have access to the AMC email system through the college's website. The AMC email system is an official channel of communication for the institution.
- GeorgiaVIEW Vista provides access to e-mail within the distance education course.
- Timely information about important dates, general announcements, college news, class and exam schedules, financial aid as well as similar information is communicated through the college website at www.atlm.edu and institutional calendar.
- Academic Support services are made available to DE students through the AMC website at http://www.atlm.edu/current_students/academic_support.html. Students have several options to contact Academic Support including telephone, email, and face-to-face.

Student Responsibilities and Expectations

Students who elect to enroll in DE courses must adhere to the guidelines that follow.

1. Students must complete an orientation for each DE course they are enrolled in. The GeorgiaVIEW Vista website provides links to tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools.
2. Students must be able to use the technology required to participate effectively in a DE course.
3. Students must have regular and adequate access to a computer and should ensure that their computer hardware and software are appropriate and up-to-date. Students should contact MIS or GeorgiaVIEW Vista administrator for current minimum hardware and software standards. This information is also available in the AMC Course Schedule and in the DE Orientations.
4. Students must be prepared to begin the course on the first official day of class. This includes having access to the textbook.
5. Students must be aware that the DE course they enroll in will have a specific and rigid schedule of deadlines to which they must adhere.

6. Students must actively participate in the DE courses they are enrolled in and are expected to respond to e-mail and other communications from their instructor within a 24-hour period, excluding holidays, weekends, and school closings.
7. Students must be prepared to participate in class discussions and chats as required by the instructor.
8. Students should generally log into their DE courses at least four (4) to (5) five times per week or as otherwise required by the instructor (see Attendance Policy in course syllabus). Students who fail to log into the DE course during the first week of classes may be identified as a “No Show” and withdrawn from the course.
9. Students enrolled in a DE course must be self-disciplined, prepared to make a serious time commitment, and possess the ability to work independently due to the nature of the delivery of DE courses.
10. Students must adhere to the policies and procedures of AMC which are provided electronically at www.atlm.edu and referenced in the course syllabus.
11. Students must provide up-to-date information to the instructor regarding contact information, including telephone numbers, email address, etc.
12. Students must acknowledge, within GeorgiaVIEW Vista, that they have read the syllabus and understand the course policies as outlined by the instructor.
13. Students must have access to the required course materials such as textbooks, calculators and all other required resources, prior to the start of the DE course.

Evaluation and Assessment

Course and Online Program Assessment

The assessment of DE courses and programs is consistent with procedures used to assess on-campus courses. AMC will provide for an assessment of student achievement, access to services, technology resources and faculty interaction at the completion of each course. AMC conducts an ongoing evaluation of the overall distance education program, including planning, evaluation of program goals, assessment of student learning outcomes, student retention, student and faculty satisfaction, support and technology delivery services. Multiple evaluation methods are utilized to measure student learning and general education outcomes. Evaluation methods used to assess student learning outcomes include: research and scholarly papers, collaborative

projects, student presentations, portfolios, book reviews, common departmental exams, standardized tests, institutional tests, scoring rubrics, skills standards, competency measures, pre/post test comparisons, capstone course assignments, and evaluations using engagement surveys (e.g. NSSE, CCSSE, SENSE).

Data collection and reporting occur during regular cycles at the course, program, and institutional levels. Expected student learning outcomes are published in course syllabi, assessed, and analyzed for each class taught. Student learning outcomes are also used to measure the effectiveness of instruction and the appropriateness of course content. Information gleaned from outcomes assessment is used to enhance course design and to improve teaching and learning.

Reviews of the program are scheduled at regular intervals to determine program quality, viability, and productivity. Institutional General Education outcomes data are collected and reviewed on 5-year cycles to ensure institutionally-defined skills and knowledge of all AMC graduates, regardless of the program of study. All data are collected, reported, and analyzed to measure how well the college is achieving its stated mission.

The Office of Institutional Research, Planning, and Assessment monitors and collects retention rate data and reports the results to the Vice Presidents of Academic, Fiscal, and Student Affairs, who in turn, work collaboratively with their respective units to establish retention rate goals/objectives, develop action plans, and determine outcomes for institutional strategies developed to improve retention rates. Distance education program and course reviews occur during regular intervals and are systematic evaluations of academic programs to assess the following characteristics:

1. **Viability – available resources** (e.g. relevant and adequate curriculum, adequate physical and library resources, necessary faculty with appropriate credentials); **student interest** (e.g. enrollment growth in program, organized recruitment strategies); **career opportunities** (e.g. employment placement and transfer trends, internship/co-op opportunities, employer student recruitment and evaluations); **institutional goals and global impact** (e.g. program relevance to AMC mission and institutional goals/objectives, relevance of the program to the local, state, national, and international needs).
2. **Productivity** – (e.g. graduation rates over a three-year period, Regents' Exam first-time pass rates, credit hour production, number of students provided service courses, grants generated,

professional conferences conducted, presentations given, and publications produced by program faculty and students).

3. **Quality** - (e.g. student learning outcomes, qualification of students, internal/external benchmarking, curriculum development and revisions, curriculum coherency, license and certification results, program honors/awards, faculty with terminal degrees, scholarly production, service projects, effective advisory board, student satisfaction).

Faculty and Staff Evaluation

Faculty members are assigned to teach DE courses using the same criteria as faculty who teach on-campus courses. Faculty who teach DE courses are evaluated in the same manner as those who teach on-campus courses. . All full-time faculty are evaluated annually through:

- 1) Faculty activity reports;
- 2) Faculty self-evaluations;
- 3) Evaluations administered by Division Chairs; and,
- 4) Student course evaluations.

The faculty evaluation process begins in the spring semester when faculty members negotiate a mutually acceptable “work load agreement” with their Division Chair, including how their time will be distributed throughout the year. The “work load agreement” covers three areas: 1) teaching, course development and teaching innovations; 2) campus activities/committee involvement; and 3) professional activities and community/cultural involvement. At the end of each evaluation period, the faculty member and Division Chair hold a follow-up meeting to assess the faculty member’s annual performance. Prior to the meeting, the faculty member submits a self-evaluation to the Division Chair measuring the extent the “work load agreement” was achieved. The Division Chair then, using the same evaluation instrument as the faculty member, evaluates the faculty member. The faculty member and Division Chair meet to discuss the faculty member’s annual performance results as measured against the following criteria: progress, challenges, and how results from the current year’s evaluation may be used to improve performance for the next academic year.

Part-time faculty members are evaluated by their Division Chairperson using the instrument, Atlanta Metropolitan College Evaluation of Part-Time Faculty Performance. This form is found in the AMC Faculty Handbook and focuses on preparation for teaching, quality of teaching and out-of-class responsibilities.

Faculty who teach DE courses are provided the same funding for instructional resources and technology as those who teach on-campus courses, including: (1) GeorgiaVIEW Vista for classroom management software; (2) electronic blackboards; and (3) multimedia software/equipment, including access to laptop and/or desktop computers. In addition, the college has implemented procedures to ensure that up-to-date instructional resources are available on an as-needed basis as faculty submits requests via the normal requisition process. AMC is committed to providing all faculty, regardless of medium or platform, the materials and tools necessary to ensure student learning outcomes are achieved.

Scheduling of Course Assessments and Program Reviews

The following guidelines and policies relate to the scheduling of DE course assessments and program reviews:

1. Distance education course evaluations are administered each semester.
2. Attitude and engagement type course evaluations (e.g. NSSE, CCSSE, and SENSE) will occur on the same schedule as on-campus courses, generally on a 2- or 3-year cycle.
3. Distance education program reviews will occur on a regularly scheduled basis.

Policy on Proctored Exams

A proctored exam (paper-based and/or web-based) is administered under the supervision of an approved third party that has no affiliation to the course(s) taken by the student. An approved third party is any participating testing center location listed on the Consortium of College Testing Centers (CCTC) website at <http://www.ncta-testing.org/cctc/>.

The CCTC is a free referral service provided by the National College Testing Association (NCTA) to facilitate distance learning. The purpose of the CCTC is to make test administration services available to students at educational institutions away from their campuses. These services are provided in traditional paper-pencil formats as well as by on-line, web-based servers at some sites.

Students must complete and submit the Proctored Exam Approval Form (Appendix D) to their instructor within 30 days after the beginning of the semester. The form must be submitted within GeorgiaView VISTA and a confirmation email will be sent to notify students of the status of their request. If the proctored exam is approved, the student must contact their CCTC location at least one week prior to the exam to verify receipt of the exam and to schedule a date and time

to take the exam. Students taking proctored exams at a CCTC location must adhere to the CCTC office hours, exam proctor availability and fees. A list of CCTC locations may be found at the following website: <http://www.ncta-testing.org/cctc/find.php>.

Distance education students approved to take a proctored exam are required to show an AMC, State, or Military issued picture ID in order to take the exam. The name on the ID must match the name the proctor has on file. Distance education students who do not provide an acceptable picture ID will not be allowed to complete the proctored exam. In addition to proper photo identification, students must also bring any materials that required by the instructor (e.g. pen, pencil, paper, calculator, notes, etc.).

Appendices

Appendix A. Terms and Definitions

Associate Vice President of Academic Affairs/Distance education coordinator is responsible for the management of the day-to-day operation of all matters related to distance education courses and programs.

Chunking means presenting course content in a manner that fosters active learning opportunities by being easily navigable, made available to students in manageable segments, and presented in a logical progression.

Consortium of College Testing Centers (CCTC) is a free referral service provided by the National College Testing Association (NCTA) to facilitate distance learning. The purpose of the CCTC is to make test administration services available to students at educational institutions away from their campuses. These services are provided in traditional paper-pencil formats as well as by on-line, web-based servers at some sites.

Distance education is a planned teaching and learning experience in which instructor and students are separated by physical location. In distance education courses and programs, student-instructor interaction may occur and course materials may be delivered in an asynchronous or synchronous mode over a wide spectrum of existing and evolving media and technology.

GeorgiaVIEW Vista is the University System of Georgia (USG) supported Learning Management System (LMS) which is used by all of USG's 35 institutions. The LMS allows 24/7 internet access to course content. GeorgiaVIEW Vista was formally called WebCT Vista, but the name has been changed to avoid confusion with Microsoft's new operating system called Vista. Eventually, the word Vista will be dropped and GeorgiaVIEW Vista will simply become GeorgiaVIEW.

GeorgiaVIEW Institutional Administrator serves as the liaison between AMC, the DEC, and the University System of Georgia. There are two GeorgiaVIEW Institutional Administrators at AMC, a representative from MIS and a full-time faculty member.

Instructional Delivery Plan (IDP) governs distance education courses and programs at Atlanta Metropolitan College and was developed in response to the Principles of Accreditation as defined by the Commission of Colleges (COC) of the Southern Association of Colleges and Schools (SACS).

Proctored exam is administered under the supervision of an approved third party that has no affiliation to the course(s) taken by the student. An approved third party is any participating testing center location listed on the Consortium of College Testing Centers (CCTC) website at <http://www.ncta-testing.org/cctc/>

Appendix B. Distance Education Course Approval Form

Date:	
Division:	
Faculty Member:	
Degree or Program:	
Course Number & Title:	
Proposed Delivery:	Online / Hybrid
Course Objectives and Student Learning Outcomes: (Briefly describe and attach syllabus)	
Proposed Semester to Be Offered in Initial Schedule of Classes:	_____ Fall Semester _____ Spring Semester _____ MiniMester _____ Summer
Proposed Time Frame for Course Conversion to Begin:	_____ Fall Semester _____ Spring Semester _____ MiniMester _____ Summer
Time Period of Course Conversion (usually 6 months):	From _____ to _____
Proposed Training Dates Tentatively Scheduled with DE Support Team (for instructors developing distance education courses for the first time):	
Is there release time for course development? (Excludes Hybrid)	Yes or No If so, which semester? _____

Delivering distance education courses and programs require the cooperative effort of the faculty and the college. That cooperative relationship must be based upon a mutual understanding of what is involved with developing distance education courses. Therefore, should your proposal be approved, you must agree to the following terms:

- Intellectual Property: I acknowledge that I am employed by AMC. I will develop and prepare materials to create this distance education course for AMC within the existing terms of my employment. Accordingly, I understand and agree that AMC has full ownership of the materials created for this course, including ownership of the copyright to them. I agree that this course will be developed so that AMC can freely use, edit and publish the course materials for education, research and publicity purposes. I further acknowledge and agree that AMC has exclusive rights to the use, sale and transfer of any materials I create pursuant to this agreement.

- I understand that my course materials should contain quality course content with opportunities for faculty-to-student and student-to-student interaction, and the incorporation of campus community elements. I also understand the AVPAA will provide a course template which has been designed in light of "best practices" that I will use.
- I affirm that, to the best of my knowledge, I have complied (and will comply) with all applicable requirements of federal copyright law in preparing materials for this course. All created works furnished or used by me in these course materials are my own original works, works in the public domain, or works which I have full permission or authority to use. I agree to assist the college in securing copyright clearances, as needed. I will include all appropriate copyright notations in the course materials.
- I understand and agree that I will revise the materials created for this course as necessary in accordance with academic standards and in coordination with my Division Chair.
- Recognizing that my deadlines for the development of DE course materials are critical to the overall success of my course development, I agree to comply with the session completion dates which will be provided to me in the orientation meeting, except in emergency situations as approved by the AVPAA.

Faculty Signature: _____ **Date:** _____

Division Chair's Signature: _____ **Date:** _____

Action by AVPAA/Distance Education Coordinator

- _____ Full Authorization
- _____ Authorization with Conditions
- _____ Delay
- _____ Denial

Action by Curriculum/Educational Policies Committee

- _____ Full Authorization
- _____ Authorization with Conditions
- _____ Delay
- _____ Denial

Action by the VPAA

- _____ Full Authorization
- _____ Authorization with Conditions
- _____ Delay
- _____ Denial

Appendix C. Principles of Good Practice for Electronic Programs and Courses

The University System of Georgia Principles of Good Practice* document is the cornerstone of the System's distance education efforts. The Principles draw upon the work of the Western Interstate Commission for Higher Education and others. The purpose of the Principles of Good Practice is to identify the expectations in the area of service delivery for distance education courses and programs.

Assumptions:

- The institution is accredited by the Southern Association on Colleges and Schools.
- The institution may be a single institution or a consortium of institutions.
- These principles are applicable to courses and certificate or degree programs.
- The institution reviews educational courses and programs it provides electronically and ensures continued compliance with these principles.
- Institutions offering for-credit courses or programs are responsible for satisfying all approval, licensing, and institutional and specialized accreditation requirements.
- Degree programs have been approved by the Board of Regents for electronic delivery.
- Articulation is a key element to the success of distance education and will require continued sector and campus support and commitment. The goal is to ensure that sufficient articulation is available to facilitate movement between campuses and sectors, especially from lower- to upper-division study and transfer.

INSTITUTIONAL CONTEXT AND COMMITMENT

Congruence Between Institutional Role, Mission and Distance Education

Courses, programs and degrees offered via distance education will be consistent with the institution's mission.

Commitment to Institutional Support of Distance Education

Institutional planning for the development of distance education programs will reflect input from ongoing course and programmatic assessments. When a distance education program is initiated, the institution will commit to the program for a period of time sufficient for students to complete requirements.

Administrative policies and procedures will allow for an effective and efficient distance education support infrastructure with sufficient resource allocation to maintain the quality of offerings.

There will be an administrative structure for distance education charged with planning and coordinating all distance education activities across multiple departments that will serve as a point of contact for distance education constituents and students.

Faculty developing and teaching distance education courses will be evaluated in a manner similar to faculty developing and teaching traditional courses.

Commitment to Distance Education Students

Courses and degree programs offered electronically will provide students with clear, accurate, complete and timely information on the curriculum, course and degree requirements.

Courses will specify the nature of faculty/student interaction, prerequisite technology competencies and skills and equipment requirements.

Course information will clearly indicate the availability of academic resources, student and auxiliary services, costs and payment policies.

Advising, recruiting and admissions materials will clearly and accurately represent the program and services available.

The course or program will ensure that appropriate learning resources and student services are available for students to participate fully in the learning experience.

Commitment to Faculty Engaged in Distance Education

The institution will ensure appropriate training for faculty who teach distance education or technology-infused courses.

Faculty will be provided adequate equipment, software and electronic communications access to support appropriate interactions with students, other faculty and the institution's administration.

The institution will provide faculty support services specifically related to teaching via an electronic system.

CURRICULUM AND INSTRUCTION

Academic standards for all courses and programs offered electronically will be the same as those for traditional courses and programs.

The institution will ensure that instructional materials acquired from another organization or institution are evaluated and integrated into the instructional process in a manner that is consistent with institutionally- developed materials.

Qualified faculty will provide appropriate supervision of the course or program that is offered electronically.

Each course or program of study will result in learning appropriate to the rigor and breadth of the certificate or degree awarded.

The course will provide for appropriate interaction between faculty and students and among students.

Student learning outcomes in courses or programs delivered electronically will be comparable to student learning outcomes in traditional courses.

Review and approval processes will ensure the appropriateness of the technology being used to meet course or program objectives.

Programs offered electronically will be reviewed to document academic quality, effectiveness of support services and evidence of intended outcomes.

Course or program announcements and electronic catalog entries will provide appropriate information.

TECHNOLOGY INFRASTRUCTURE AND SERVICES

Technology Infrastructure and Personnel Support

There will be coordination of planning between academic and technology services to ensure that the needs for electronic course delivery and support can be accommodated within the framework of the institutional technology infrastructure.

Qualified technical personnel will be available to maintain, operate and support necessary hardware and software resources.

Instructional development resources will be available to assist faculty with course development and delivery requiring the use of electronic media.

Appropriate technical support will be available on the campus to ensure remote student access to information and resources necessary to support the teaching and learning process.

LEGAL ISSUES

Institutions will assess the legal implications of the distance education program. Initially each institution will consider the following: accreditation, approval, licensing, contracting, allocation of intellectual property rights, the ADA, FERPA, electronic communications laws, and related institutional business practices.

Institutions will comply with copyright and intellectual property laws and with Board of Regents and institutional intellectual property policies, procedures, and guidelines.

Institutions will develop procedures and mechanisms for the secure transmission of sensitive data, such as social security numbers, grade reports, etc. delivered over electronic networks. Institutions will assess the need for encryption, passwords and other electronic security mechanisms.

Institutions will evaluate the effect of distance education offerings on current contracts, licenses, policies, procedures and practices. For example, software purchases and utilization across electronic networks will comply with the terms of any licensing agreements. (The institution's licensing agreement only permits the software to be used by computers located on campus.)

EVALUATION AND ASSESSMENT

The institution will provide for an assessment of student achievement, access to services, technology resources and faculty interaction at the completion of each course.

The institution will conduct an ongoing evaluation of the overall distance education program, including planning, evaluation of program goals, assessment of student learning outcomes, student retention, student and faculty satisfaction, support and technology delivery services.

*Adapted from the Southern Regional Electronic Campus Principles of Good Practices for Electronically Offered Academic Degree and Certificate Programs, which draws on work previously completed by the Western Cooperative for Educational Telecommunications, Denver, Colorado, 1996.

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Appendix D. Proctored Exam Approval Form

Section A. To be completed by the student.	
1. Student Contact Information:	
Name: _____ AMC Student ID#: _____	
Address: _____ City: _____	
State: _____ Zip: _____ Daytime Phone Number: _____	
Alternate Phone Number: _____ AMC Email: _____	
Alternate Email: _____	
2. Course Number(s) and Instructor(s)	3. Semester and Year
_____	<input type="checkbox"/> Summer 201__
_____	<input type="checkbox"/> Fall 201__
_____	<input type="checkbox"/> Spring 201__
4. The CCTC location(s) that I am submitting for approval is:	

6. I, the student named above, agree to the following: (1) to locate a CCTC testing center and set up an appointment for my course exam(s), according to published dates; (2) to arrange for fee payment for the proctoring services, if any; and (3) to submit this form to the proctor for completion and to provide him/her the instructions.	
The information in Section A is correct to the best of my knowledge.	
_____	_____
Student Signature	Date