

Augusta Technical College

Distance Learning Policies and Procedures Manual

Introduction

Augusta Technical College is a higher education institution of the Technical College System of Georgia (TCSG). Augusta Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate of Applied Science Degrees, Diplomas, and Technical Certificates of Credit. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Augusta Technical College.

Purpose and Scope

The Distance Learning Policy and Procedures Manual of Augusta Technical College complements the Technical College System of Georgia Policy Manual and the Georgia State Personnel Board Rules and Regulations. The manual defines general policies and procedures that pertain to faculty responsibilities in the area of distance education. This manual is to be used in conjunction with the Augusta Technical College Policy Manual, college catalog, program standards, program guides, and all appropriate agency and college procedural guides.

Section 1

Purpose and Goals

1.1 Distance Learning and the Purpose of Augusta Technical College

Augusta Technical College provides distance learning programs as part of the overall purpose of the institution. The following Mission and Goals of Augusta Technical College are based on the concept that lifelong education benefits the individual, business and industry, and the community:

Mission The mission of Augusta Technical College is to promote the educational, economic, and community development of the Central Savannah River Area.

Goals

- To provide competency based associate degree, diploma, and technical certificate of credit programs to prepare students for employment.
- To provide adult basic education services and developmental courses to prepare students for access to postsecondary education.
- To provide opportunities for lifelong learning through credit and non-credit courses, workshops, and seminars.
- To contribute to the development of business and industry and the community through customized education, job training, and retraining.
- To provide a seamless education system by collaborating with area secondary and postsecondary institutions.
- To provide support services and activities to enable students to develop and achieve educational, personal, and career goals.
- To provide opportunities that allow employees to remain current in their respective positions.

- To provide a planning and management system for the allocation of resources to enhance personnel, programs, facilities, technology, and equipment.
- To provide a positive image through marketing and public relations activities.
- To provide an institutional development program to enhance the college mission
- To provide research and assessment to enhance planning and decision-making.

Offering distance learning courses allows Augusta Technical College to serve a broader base of citizens beyond the confines of regularly scheduled on campus classes. The option of taking a class online is particularly effective in promoting lifelong learning; people's life circumstances change and they have flexible options for continuing their education. Augusta Technical College offers online classes in support of Associate Degree programs, Diploma programs, and Certificate programs.

1.2 Purpose Statement for Distance Learning at Augusta Technical College

The distance learning program at Augusta Technical College supports the mission of the college by providing access to high quality, asynchronous educational opportunities to a diverse community of learners through the internet. By providing instruction, learning resources, and services comparable to campus-based programs, the distance learning program seeks to engage the student in the learning process by the effective use of technology.

1.3 Strategic Planning and Distance Learning

The Vice President of Academic Affairs is assigned administrative responsibility for the online distance learning program at the College. The campus Distance Learning Coordinator and the Teaching Online Group (TOL) conduct planning and evaluation activities and report to the Vice President of Academic Affairs.

The Distance Learning Coordinator is the liaison between the distance learning program at the College and the umbrella organization of GVTC. Responsibilities include reporting to the TOL and the Vice President of Academic Affairs concerning directives and information from GVTC headquarters, maintaining the course list and descriptions for Augusta Tech online courses on the GVTC web site, maintaining PAS (Performance Accountability) documentation for the distance learning department, requesting purchase of hardware and software for the Faculty Development Center (FDC) to remain technologically up-to-date, etc.

The TOL group is composed of faculty who are developing and teaching distance learning courses. The TOL group responsibilities include troubleshooting problems that arise in the development and delivery of distance learning courses, proposing solutions to problems, and acting as a resource for faculty who are new to the development process. The TOL also consists of a seven person subcommittee (Peer Review Council) that acts as a peer review committee to certify each online course according to the GVTC Online Course Quality Criteria. Members are selected by the TOL, based upon experience, and may be rotated as needed. The TOL Peer Review Council also suggests and reviews distance learning policies and procedures for adoption by the College.

Goals for distance learning are formulated in accordance with the Mission and Goals of the college by the TOL group, Distance Learning Coordinator, and Vice President of Academic Affairs. The goals of distance learning are as follows:

1. Continue to increase the number and variety of courses offered online, hybrid, and web-enhanced.
2. Update and enhance developed courses.
3. Effectively market online courses to the community.
4. Maintain hardware and software updates in support of online faculty and students in distance learning.

Section II

Augusta Technical College and the Georgia Virtual Technical College

Augusta Technical College is a founding institution of the Georgia Virtual Technical Institute (GVTI). The GVTI was conceptualized in June of 1997 by representatives of six technical institutes operated under the governance of DTAE. GVTI was created to be a consortium of schools offering online technical education that could be accessed anywhere, anytime, anyplace, as long as the student has access to a computer and an Internet service provider. The name was changed to the Georgia Virtual Technical College (GVTC) in June 2000. The GVTC now includes all 33 of Georgia's technical colleges.

The primary functions for GVTC in this initiative are to serve as a clearinghouse for students interested in online education, provide technical support for online instructors, provide access to course development software, and provide training for instructors interested in either online instruction and/or third party vendor certifications.

Member institutions develop individual online courses offered through the GVTC consortium. Administrative responsibility for individual course offerings is vested with the institution that offers the course. Prospective students may apply online with GVTC; however, the admissions applications and registration requests are forwarded to the technical college that offers the online course for processing.

Section III

Policies and Procedures

3.1 Process for Online Course Development and Implementation

Procedure for Approval to Develop an Online Course

The Vice President of Academic Affairs (VPAA) must approve all requests for the development of an online or hybrid course. The VPAA may approve the course or refer the request to the Distance Learning Coordinator and Teaching Online Group for further discussion and research.

A request for approval to develop an online or hybrid course must be submitted to the VPAA according to the following procedure:

1. **Initiation of an Online Course**

Online courses shall be developed in congruence with the operational and strategic goals of the college. Courses selected for online offerings may come from either the occupational or general

education curriculum. Suggestions for online course offerings may come from the faculty or administration. The college may be requested to develop a course by business and industry groups, TCSG, or GVTC.

2. Proposal to VPAA

The instructor initiating an online course (or creating the course in cases where the course is requested by another party) will submit their request to their Department Head and Dean/VPO. Once approved, the instructor will submit their request for an online course to the Distance Learning Coordinator using the Online Request Form. (A copy of the Online Course Development Request Form may be found in the Appendix.) **The instructor must have classroom experience teaching the requested subject, as well as have previously taught a hybrid course, prior to teaching online. Special approval may be granted by the VPAA.** The Distance Learning Coordinator will review the course proposal and make a recommendation. The Distance Learning Coordinator will present the proposal and recommendation to the VPAA. The VPAA may approve, deny, or postpone the development of the course.

3. Instructor Training/Course Development

Upon approval to create a distance learning course, the developer shall, in consultation with the VPAA, Dean, and Distance Learning Coordinator, attend training appropriate for the development and implementation of the course. The training must include Angel training and may include other training courses as appropriate. After appropriate training, the instructor may proceed to develop the course in accordance with guidelines for maintaining the academic integrity and rigor of the course. (A copy of course development guidelines may be found in the Appendix.)

4. Review by the Peer Review Council

The Peer Review Council consists of six TOL members and the Distance Learning Coordinator. The course developer shall present an overview of the completed online course to the Peer Review Council. The Peer Review Council will evaluate the course using criteria established in the Online Course Assessment Form. (A copy of this form may be found in the Appendix.) After reviewing the course, the Peer Review Council may recommend implementation of the course, implementation after suggested revisions, or delayed implementation for substantive revisions. The Peer Review Council may also recommend the course not be added to the offering of online classes if there is a compelling reason.

5. Online Course Offering

The new online course shall be included in the schedule of course offerings. Students may register for the course during scheduled times of registration. The instructor, in consultation with the Dean, VPAA, and Distance Learning Coordinator shall determine how often and during what quarters the course shall be offered. A detailed description of Online, Hybrid, and Web Enhanced courses will be posted in SmartWeb beside the registration link, as well as in other designated areas of the website.

Procedure for Adopting an Existing Course

1. Request to Adopt an Existing Course

At least one quarter prior to the projected date of offering, the instructor should submit a request to the Distance Learning Coordinator to adopt an existing course. The request should include the course name and its projected offering date.

2. Approval to Adopt a Course

The Distance Learning Coordinator will present the adoption request to the appropriate dean and department head, and then to the VPAA. The Dean and VPAA may approve or deny the request.

3. Obtaining the Course

The Distance Learning Coordinator will make a copy of the course on the Angel server and set the instructor access.

4. Instructor Training/Course Adaptation

Upon approval to adapt an online course, the developer shall, in consultation with the VPAA, Dean, and Distance Learning Coordinator, attend training appropriate for the revision and implementation of the course. The training must include Angel training and may include other training courses as appropriate. After appropriate training, the instructor may proceed to make adaptations to the course.

5. Review by the Peer Review Council

The course developer shall present an overview of the completed course to the Peer Review Council. The Peer Review Council will evaluate the course as previously described under the Procedure for Approval to Develop an Online Course.

6. Online Course Offering

The new online course shall be included in the schedule of course offerings as previously described under the Procedure for Approval to Develop an Online Course.

7. Evaluation and Use of Results

Students enrolled in online courses shall be given an opportunity to evaluate each online course as previously described under the Procedure for Approval to Develop an Online Course.

3.2 Faculty

3.2.1 Credentials for Teaching Online Courses

All faculty members teaching or developing distance learning courses must meet the same criteria for academic and professional preparation as those teaching courses delivered in traditional formats. In some instances, third party vendor certifications (MOUS, MCSE, etc.) may be required as well as the appropriate academic credential.

3.2.2. Adjunct Faculty

Adjunct faculty teaching distance education courses are held to the same academic and professional qualifications as full-time faculty members. All adjunct instructors are required to provide students with contact information for full-time faculty members and/or Department Chairpersons. This information should be documented in the course syllabus.

3.2.3 Training

Faculty (full-time or adjunct) developing and/or teaching distance learning courses must participate in training activities necessary to successfully deliver a distance learning course. Such activities may include training in the principles, instructional methodologies, evaluation procedures, and technologies used in the development and implementation of distance education courses.

Appropriate training for faculty involved in developing distance education courses shall be provided by the College. Training activities will be selected according to the individual's specific needs, appropriateness for the mode of distance education delivery, and appropriateness for the nature of the class being taught. Training activities may include formal class room preparation, successful completion of training activities conducted by the Distance Learning Coordinator, participation in training provided by third party or proprietary vendors, participation in training provided by other educational organizations, mentoring conducted by a faculty member already involved in the delivery of distance education course, or a combination of the above.

3.2.4 Equipment and Resources

Augusta Technical College shall provide the equipment and software resources necessary to create, teach, and administer an online course. This may be done through resources available at either the College or in conjunction with the GVTC.

A faculty development center is located in room 225 of the Instructional Technology Center on the Augusta Campus. Instructional technology available in this room includes computers, scanners, specialized software, digital cameras, and other equipment. The faculty development center is available to all faculty for the development of online, hybrid, or web enhanced courses

On occasion, an instructor may wish to use specialized software or hardware in order to create or deliver an online course. Requests for the purchase of specialized software or hardware may be made to the Distance Learning Coordinator who will process and send to the appropriate administrator for approval. Purchase requests for specialized hardware or software used in the development and/or delivery of an online course must be made through the request for purchase procedures at the College.

3.2.5 Teaching Loads

A faculty member developing a course for distance education delivery may be relieved of class teaching assignments for the purpose of course development and implementation. The amount of release time shall be the number of contact hours equivalent to the number of contact hours of the class being developed. This reduction in teaching assignments shall terminate with the successful development of the course. Release time for the development of any given course shall not exceed

two quarters. The VPAA may grant an extension of release time for development purposes when appropriate. When an online course is implemented it is considered to have the same number of contact hours as a traditional class and factors into the teaching load accordingly.

3.2.6 Faculty Responsibilities in Online Instruction

Faculty responsibilities in online instruction are similar to those for the traditional classroom setting. While the responsibilities are similar, it is recognized that the methods of meeting these instructional responsibilities may differ from those used in traditional classroom settings.

For each online course taught, the instructor shall:

- Provide a syllabus detailing course competencies, outline, course requirements, grading policies, and other pertinent information.
- Provide contact information including email, office phone, and fax number (when appropriate).
- Keep records of student work and participation in class.
- Provide students with required assignments and due dates.
- Provide students with test and grading information.
- Provide students with an opportunity to evaluate the class and the instructor.
- Protect student academic confidentiality.
- Adhere to institutional policies as detailed in the Augusta Technical College catalog and this document.

In all regards, the online course is to maintain the same academic integrity as those delivered in traditional classroom formats. It is the online instructor's responsibility to ensure that academic integrity and rigor are maintained in each online course taught.

Online courses are subject to a review by the Peer Review Council group both before implementation as a general course offering and at other times deemed appropriate (after necessary revision, upgrade, etc.)

3.2.7 Class size

A full class size for distance education courses is calculated at 20 students. The minimum class size must be approved by the VPAA.

3.2.8 Teaching Load and Remuneration

Full-time Faculty

The normal teaching load for full-time faculty is 25 hours per week. When an online class causes the hours teaching to exceed the normal teaching load, a contract will be awarded for that class.

Adjunct Faculty

Part time faculty will be issued a contract based on the number of hours taught and the academic and professional preparation of the faculty member.

3.2.9 Faculty Evaluation

The Deans of the respective academic divisions of the college evaluate faculty members annually. Performance in online courses will be included as a part of the instructor's evaluation process. Performance in online courses shall be treated on an equal basis with performance in traditional classroom settings.

Faculty members considering or already teaching online courses should include relevant professional development activities for online instruction in their professional development plans.

3.2.10 Intellectual Property

All intellectual property rights associated with any online course developed by an employee of Augusta Technical College when produced as a voluntary or assigned duty or with substantial use of college resources, facilities, or funds shall belong to the Technical College System of Georgia. Any scholarly article, thesis, dissertation, or instructional material prepared by the online course creator as a part of the routine teaching process shall be the proprietorship of the course creator even if created as a result of online course development.

3.3 Evaluation of Online Classes

3.3.1 Peer Review Council

The Peer Review Council along with the Distance Learning Coordinator shall review online classes before the online course is included in the general academic offerings. Initial course offerings shall be reviewed for content and consistency with traditional course offerings. An evaluation instrument shall be used to assess the quality and comparability of the online course (see Appendix).

3.3.2 Review Procedure

The online instructors must submit the proposed online course for approval as described in Section 1.1. As a part of the evaluation process, the online instructor shall present an overview of the online course to the Peer Review Council and Distance Learning Coordinator and demonstrate its comparability with the traditional course offering. The group shall use an evaluation instrument to assess the course (see Appendix). The group may make one of the following recommendations:

1. Course may be offered in subsequent quarter without revision.
2. Course may be offered after noted revisions.
3. Course needs to be revised and re-submitted to the committee for approval.
4. Course should not be offered.

The group may also meet to review online courses when these have been revised or substantially altered in content, instructional methodology, or at other appropriate occasions.

3.3.3 Student Evaluation

Online students shall have the opportunity to evaluate each course for which they are registered on a quarterly basis. The online instructor will include an electronic link to the online evaluation form and instructions for completing it in each online class taught. Instructors will be provided copies of the evaluation summaries. The results of the student online course evaluations will be used in the annual evaluation of the instructor.

3.4 Procedure for Approval to Develop a Hybrid Course

The same procedures will be followed as in 3.1 with the following variations.

1. The instructor initiating the course (or creating the course in cases where the course is requested by another party) will complete and submit the Hybrid Request Form. (A copy of Hybrid Request Form may be found in the Appendix.)
2. If an instructor wishes to teach a hybrid course using the Angel LMS, they must have 1) attended the full Basic Angel Training Course and 2) previously taught a course using Angel as Web Enhanced for at least one quarter.
3. Instructors will complete a Hybrid Approval Request Form for every hybrid course offered each quarter.
4. The first time a new instructor teaches a hybrid course, it will be offered at no more than 25% online.
5. If a course is designated as a hybrid course and there are no in-class comparable courses currently offered during the quarter, the hybrid course cannot be offered more than 25% online.
6. An experienced online or hybrid instructor may offer a hybrid course up to 50% online with written approval using the Hybrid Approval Request Form.
7. Hybrid courses should adhere to the same requirements and restrictions of the online courses. All hybrid instructors will complete a Hybrid Review Form for each Hybrid course offered. This form is designed to monitor Best Practices development for hybrid courses. (Example: A course that offers up to 50% online should show numerous varieties of online assignments and interaction similar to an online course.) The Hybrid Review Form must be completed and submitted by mid-term of each quarter.
8. Attendance policy for hybrid courses will be based on the 10% rule by combining the percentage of seat time and online time. Instructors must have students post assignments in Angel that demonstrate student attendance comparable to class-time. Failure to submit these assignments will result in the student being counted absent for that particular percentage of class time. Once the combined results exceed 10% of total class time, the student will be suspended from class.
9. Only the actual times/dates that students will be required to be on campus will be scheduled in Banner.
10. Classrooms will not be scheduled during the online portion of the class. It will be understood by the student that when registering for a hybrid course, a percentage of the work will be done online.

3.5 Library Services

3.5.1 Access

Faculty teaching online classes and distance education students shall have full access to the facilities of the library at Augusta Technical College and to libraries with which the College has a resource sharing agreement. Faculty may access many library services online, including the GALILEO database system.

3.6 Online Students

3.6.1 Registration Process

1. Student attempts to register for online course via Banner.
 - Student is directed to the Online Courses Registration Information link for a list of courses, an online orientation, and other online information..
 - Student views online course schedule page and decides in which course(s) they would like to enroll in.
 - Student returns to Banner
 - Student registers for class.
 - GVTC students and all other transient students register through admissions.
2. Admissions
 - For transient students, Admissions validates student's eligibility to take course(s).
 - Checks course enrollment number.
 - Replies to student to confirm or deny enrollment of classes and instructions on contacting their instructor.

3.6.2 Withdrawal Process

1. Student will email the instructor and the designated persons in the Admissions Office of the intent to withdraw.
2. The designated persons in the Admission Office will withdraw the student and send notification to the student and the instructor.
3. Faculty removes student from the course.

3.6.3 Administrative Withdraw Process

1. Students may be administratively withdrawn for failure to demonstrate attendance by logging into their online course and/or failure to submit required assignments for 7 consecutive days.
2. The instructor will send the student an email informing them of the withdrawal and send a copy of the message to the dean under which the course falls.
3. The student may contact the dean and the instructor to appeal the suspension.
4. The dean will then communicate back to the instructor regarding the outcome of the suspension proceedings.

5. Once withdrawn, the student will be removed from the online course roster and be unable to access course materials.

3.6.3 Testing Policies

1. Augusta Tech students who attend any of the three campuses, are enrolled in a program, and taking an online course must take their midterms and final exams at the campus of their instructor. The exam must be given by the instructor of the course.
2. Transient students from GA Technical schools will have their exams proctored through their home school and need to contact instructors in advance as well. The instructor will contact the GVTC coordinator at that school for proctoring information.
3. Other transient students must locate an official proctoring site in their area – the public library, other colleges, military base education site, etc. and provide instructors the contact information in advance.
4. Student's ID will be checked before administering any test.

Appendix

Forms associated with distance learning:

1. Online Courses Development Request Form
2. Hybrid Request Form
3. Online Course Review Checklist - used by the Peer Review Council group and the Distance Learning Coordinator to evaluate an online course
4. Hybrid Review Form – used by the Peer Review Council group and the Distance Learning Coordinator to monitor Best Practices development for hybrid courses
5. Online Course Evaluation Form - used by students to evaluate online courses quarterly



Augusta Technical College Angel Hybrid Request Form

1. Instructor's Name Click here to enter text.
2. Course ID Click here to enter text.
3. Request to Offer Course Choose an item.
4. Instructor Completed Angel Training Choose an item.
5. Proposed Online Hours/Percent Click here to enter text.
****Please list contact time in minutes without breaks.**
Example: 5 contact hours = 250 minutes
50 minute class x 2 days per week = 100 minutes = 40% online
Total online hours cannot exceed (25 % or) *50%
of contact hours (*based on approval)
6. Proposed In-Class Contact Hours/Percent Click here to enter text.
****Please list contact time in minutes without breaks.**
Example: 5 contact hours = 250 minutes
65 minute class x 2 days per week = 130 minutes = 53% in class
7. Total Course Contact Hours Click here to enter text.
8. **Banner** Dates and Times (in-class times only)
Start Time Click here to enter text. End Time Click here to enter text.
M T W R F S S
9. 100% In-Class version of the course
being offered same quarter? Choose an item.
10. Rational for Online Component Click here to enter text.
**Explain with some detail what part of the course lends itself to
online learning as opposed to in-class.**

Instructor's Signature _____ Date _____

Dept Head Signature _____ Date _____

Dean/VPO Signature _____ Date _____

DL Coordinator Signature _____ Date _____

VPAA Signature _____ Date _____

Comments: _____

AUGUSTA TECHNICAL COLLEGE ANGEL PEER REVIEW FORM

COURSE NAME: _____ **INSTRUCTOR:** _____

Peer Review of Angel Online Course:	Yes	No
Announcements		
• Welcome/Course navigation directions/announcements are posted.	<input type="checkbox"/>	<input type="checkbox"/>
Course Design – Structural Components		
• Syllabus is posted	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Textbook with ISBN-note if different than in class text	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Credit and contact hours	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Course competencies	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Grading criteria/weight of assignments	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Evaluation/grading scale	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Attendance/drop policy, withdrawal policy, and testing policy	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Student services information/ Disability statement	<input type="checkbox"/>	<input type="checkbox"/>
• Online Verification Form posted (online courses only)	<input type="checkbox"/>	<input type="checkbox"/>
• Course assignments and projected learning schedule is posted	<input type="checkbox"/>	<input type="checkbox"/>
• Work ethics information and assignments are posted	<input type="checkbox"/>	<input type="checkbox"/>
• Power Points/video/large documents are linked to outside of course	<input type="checkbox"/>	<input type="checkbox"/>
Links		
• Browsers, plug-ins, players, and viewers as needed	<input type="checkbox"/>	<input type="checkbox"/>
• ATC library	<input type="checkbox"/>	<input type="checkbox"/>
• ATC distance learning page	<input type="checkbox"/>	<input type="checkbox"/>
• GVTC homepage	<input type="checkbox"/>	<input type="checkbox"/>
Staff Information		
• Instructor name	<input type="checkbox"/>	<input type="checkbox"/>
• Office location and campus address	<input type="checkbox"/>	<input type="checkbox"/>
• Office hours/Contact hours if adjunct	<input type="checkbox"/>	<input type="checkbox"/>
• Telephone number (if on campus)	<input type="checkbox"/>	<input type="checkbox"/>
Assignments		
• Assignments are posted.	<input type="checkbox"/>	<input type="checkbox"/>
• Format for completing assignments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Directions for submitting assignments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Assignments are designed to address a variety of learning styles and may include written assignments, reading activities, simulations, projects, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Assessments		
• Assessments are posted.	<input type="checkbox"/>	<input type="checkbox"/>
• Directions for submitting assessments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Assessments include some of the following: online tests, proctored tests, projects, presentations, case studies, essays, demonstrations, or other types of assessments.	<input type="checkbox"/>	<input type="checkbox"/>
Course Content		
• Course content is delivered through a variety of methods. This may include PowerPoint presentations, audio clips, video clips, links to resources on website, CD-ROM materials, DVD's, videotapes, etc.	<input type="checkbox"/>	<input type="checkbox"/>
• Course includes student/student interaction as well as student/instructor interaction.	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDED ACTION:

<input type="checkbox"/> Offer course as presented	Reviewer's Signature / Date
<input type="checkbox"/> Offer course with recommended revisions	
<input type="checkbox"/> Delay course offering	

COMMENTS:

AUGUSTA TECHNICAL COLLEGE ANGEL HYBRID REVIEW FORM

Course name: Instructor: Quarter:

Hours required online* Hours required in-class Total Contact Hours

*Total hours online must not exceed approved percentage

Review of Angel Hybrid Course	Yes	No
Announcements		
• Welcome/Course navigation directions/announcements are posted.	<input type="checkbox"/>	<input type="checkbox"/>
Course Design – Structural Components		
• Syllabus is posted	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Textbook with ISBN-note if different than in class text	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Credit and contact hours	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Course competencies	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Grading criteria/weight of assignments	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Evaluation/grading scale	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Attendance/drop policy, withdrawal policy, and testing policy	<input type="checkbox"/>	<input type="checkbox"/>
• Includes: Student services information/ Disability statement	<input type="checkbox"/>	<input type="checkbox"/>
• Course assignments and projected learning schedule is posted	<input type="checkbox"/>	<input type="checkbox"/>
• Work ethics information and assignments are posted	<input type="checkbox"/>	<input type="checkbox"/>
• Power Points/video/large documents are linked to outside of course	<input type="checkbox"/>	<input type="checkbox"/>
Links		
• Browsers, plug-ins, players, and viewers as needed	<input type="checkbox"/>	<input type="checkbox"/>
• ATC Library	<input type="checkbox"/>	<input type="checkbox"/>
• ATC Distance Learning page	<input type="checkbox"/>	<input type="checkbox"/>
• GVTC homepage	<input type="checkbox"/>	<input type="checkbox"/>
Staff Information		
• Instructor name	<input type="checkbox"/>	<input type="checkbox"/>
• Office location and campus address	<input type="checkbox"/>	<input type="checkbox"/>
• Office hours/Contact hours if adjunct	<input type="checkbox"/>	<input type="checkbox"/>
• Telephone number (if on campus)	<input type="checkbox"/>	<input type="checkbox"/>
Assignments		
• Assignments are posted.	<input type="checkbox"/>	<input type="checkbox"/>
• Format for completing assignments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Directions for submitting assignments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Assignments are designed to address a variety of learning styles and may include written assignments, reading activities, simulations, projects, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Assessments		
• Assessments are posted.	<input type="checkbox"/>	<input type="checkbox"/>
• Directions for submitting assessments, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
• Assessments include some of the following: online tests, proctored tests, projects, presentations, case studies, essays, demonstrations, or other types of assessments.	<input type="checkbox"/>	<input type="checkbox"/>
Course Content		
• Course content is delivered through a variety of methods. This may include PowerPoint presentations, audio clips, video clips, links to resources on website, CD-ROM materials, DVD's, videotapes, etc.	<input type="checkbox"/>	<input type="checkbox"/>
• Course includes student/student interaction as well as student/instructor interaction.	<input type="checkbox"/>	<input type="checkbox"/>

Please complete signatures in order as applicable.

1. _____
INSTRUCTOR DATE

3. _____
DEAN/VPO DATE

2. _____
DEPARTMENT HEAD DATE

4. _____
DISTANCE LEARNING COORDINATOR DATE

Return completed form to the Distance Learning Coordinator

5. _____
VPAA DATE

Augusta Technical College Online Course Evaluation

How many online courses have you previously taken?	# of Responses	Response Ratio
0 courses	0	0 %
1 course	0	0 %
2 courses	0	0 %
3 courses	0	0 %
4 courses	0	0 %
Has taking this course increased your knowledge of the topic?	# of Responses	Response Ratio
Not at all	0	0 %
Somewhat	0	0 %
Quite a lot	0	0 %
How many hours did you devote to this class per week?	# of Responses	Response Ratio
1-2 hours	0	0 %
3-4 hours	0	0 %
5-6 hours	0	0 %
7-8 hours	0	0 %
9 hours or more	0	0 %
About how many times did you contact the instructor for assistance during the course?	# of Responses	Response Ratio
1-2 times	0	0 %
3-4 times	0	0 %
5-6 times	0	0 %
7-8 times	0	0 %
9 times or more	0	0 %
Was adequate information provided to you prior to taking the course?	# of Responses	Response Ratio
Yes	0	0 %
No	0	0 %
How effective were the online learning materials?	# of Responses	Response Ratio
Highly effective	0	0 %
Effective	0	0 %
Somewhat effective	0	0 %
Not effective	0	0 %
How effective was the instructor in his/her distance learning instruction?	# of Responses	Response Ratio
Highly effective	0	0 %
Effective	0	0 %
Somewhat effective	0	0 %
Not effective	0	0 %
The amount of work assigned during class time was:	# of Responses	Response Ratio
Manageable	0	0 %
Overwhelming	0	0 %
Demanding	0	0 %

Insufficient	0	0 %
How satisfied were you with the educational experience gained in this online learning course?	# of Responses	Response Ratio
Very satisfied	0	0 %
Satisfied	0	0 %
Somewhat satisfied	0	0 %
Not satisfied	0	0 %
How satisfied were you with the technical support received during this course?	# of Responses	Response Ratio
Very satisfied	0	0 %
Satisfied	0	0 %
Somewhat satisfied	0	0 %
Not satisfied	0	0 %
Did technical problems interfere with you learning the content?	# of Responses	Response Ratio
Yes	0	0 %
No	0	0 %
The instructor interacted with me each week by at least one of the following: email, phone, announcement, discussion board, chat, office appointment, or on-campus meeting.	# of Responses	Response Ratio
Every week	0	0 %
Most weeks	0	0 %
Some weeks	0	0 %
No weeks	0	0 %
The instructor responded to my emails with an average response time of:	# of Responses	Response Ratio
1-2 days	0	0 %
3-4 days	0	0 %
5-6 days	0	0 %
7 or more days	0	0 %
Effective use of communication was used throughout the course.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %
Disagree	0	0 %
Strongly disagree	0	0 %
Instructor encouraged interactivity among students in discussions and/or activities.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %
Disagree	0	0 %
Strongly agree	0	0 %
Instructor provided feedback on assignments and projects in a timely manner.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %
Disagree	0	0 %
Strongly disagree	0	0 %
Instructions for the course lessons, projects, and assignments were easy to follow.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %

Disagree	0	0 %
Strongly Disagree	0	0 %
The purpose, objectives and grading procedures for the course were clear.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %
Disagree	0	0 %
Strongly Disagree	0	0 %
Examinations and graded assignments or graded activities were consistent with course objectives.	# of Responses	Response Ratio
Strongly agree	0	0 %
Agree	0	0 %
Disagree	0	0 %
Strongly disagree	0	0 %
Would you recommend this course to others?	# of Responses	Response Ratio
Yes	0	0 %
No	0	0 %
Would you enroll in other online courses (of any type) given the opportunity?	# of Responses	Response Ratio
Yes	0	0 %
No	0	0 %
The course web site was available at times I tried to access it.	# of Responses	Response Ratio
Always	0	0 %
Frequently	0	0 %
Occasionally	0	0 %
Never	0	0 %
The computers on campus were available and working when I needed them.	# of Responses	Response Ratio
Always	0	0 %
Frequently	0	0 %
Occasionally	0	0 %
Never	0	0 %
For the most part the admissions staff responded to me:	# of Responses	Response Ratio
Quickly and courteously	0	0 %
Slowly and courteously	0	0 %
Quickly and rudely	0	0 %
Slowly and rudely	0	0 %
Not applicable	0	0 %
For the most part, the financial aid staff responded to me:	# of Responses	Response Ratio
Quickly and courteously	0	0 %
Slowly and courteously	0	0 %
Quickly and rudely	0	0 %
Slowly and rudely	0	0 %
Not applicable	0	0 %



COMMENTS:

Updated 04/09