

# Orangeburg-Calhoun Technical College

## Statement of Procedure

Title: Distance Education

Number: 3.012.01

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Department of  
Responsibility: Vice President for Academic Affairs

Authorization:

\_\_\_\_\_  
President

Date Approved: June 18, 2019

Last Revised: October 20, 2020

Last Reviewed: \_\_\_\_\_

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The Procedure supplements Policy 3.012 of the same title.

### A. Administrative Responsibilities

It is the overall responsibility of the division dean, administration of the Online College, and the Vice President of Academic Affairs, with the assistance of the Office of Institutional Effectiveness, Research and Assessment, to provide oversight, leadership, technical assistance, and research to ensure the effectiveness of distance education at Orangeburg-Calhoun Technical College (OCtech). This responsibility may also include the decision to maintain membership in the statewide and national State Authorization and Reciprocity Agreements (SARA) councils.

#### Definitions

*Traditional Course:* A course that is offered in a face-to-face format. The course may be accompanied by the presentation of resources using the College's learning management system (LMS).

*Hybrid Course:* A course that is offered in a blended modality using the College's LMS with at least 25% of instruction delivered in a traditional face-to-face format. Hybrid courses may include synchronous and asynchronous delivery.

*Online Course:* A course that is offered either synchronously or asynchronously with 100% of its content delivered via the College's LMS.

### B. Course Development, Approval, and Scheduling

1. The decision to offer a distance education course is made at the departmental level. Final approval is granted by the division dean and Vice President of Academic Affairs.

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2. College operational funding is provided to make available adequate technical resources (including hardware, support services and training) to sustain the distance education program.
3. Faculty participate in the development of quality standards for distance education and assist in development of distance education courses.
4. Courses developed for online delivery are evaluated by the division dean and the administration of the Online College using an approved quality rubric.
5. Final course approval is the responsibility of the program coordinator, the division dean, and the Vice President of Academic Affairs. The course approval process is the same for traditional, hybrid, or online courses.
6. All courses, regardless of the mode of course delivery, use a common approved course syllabus to ensure each course has the same rigor, objectives, content, and student learning outcomes.
7. All course materials are considered the intellectual property of the College. Ownership must comply with *OCtech Policy 3.010: Intellectual Property Rights*.
8. Each distance education course is required to include a minimum of one proctored assignment/examination to verify student identity. Students may use the online proctoring product provided by the College, or they may use the OCtech Testing Center.
9. A small proctoring fee will be attached to all online courses during registration. The course fee will be visible to students prior to registration, as well as during the registration and billing process.
10. In order to facilitate college scheduling, loading, and data analysis guidelines, all distance education courses must be coded in the College's student information system according to college requirements.

### **C. Technical Support**

1. The administration of the Online College, with the assistance of the Office of Institutional Effectiveness and Research, provides administration of the learning management system to include technical and course development support and training for faculty.

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2. Student enrollment and faculty assignments are populated through integration with the College's student information system, and technical support is provided by the Information Technology department.

3. Student orientation to the learning management system (LMS) is coordinated each semester by Academic Affairs and Student Services personnel and is presented by trained distance education faculty and staff.

4. Students enrolled in online courses receive instructional materials on using the LMS, technical support, library resources, and academic tutoring. Online students receive the same level of student and academic support services available to traditional students.

5. The LMS's 24/7 technical support services provide individual basic technical support to students, faculty, and staff. The Online College is also supported through the Office of Institutional Effectiveness and Research with a dedicated technical LMS resource.

### **D. Student Identity and Privacy in Distance Learning**

OCtech assures the security and integrity of distance education courses through the implementation of secure login procedures and test proctoring methods. The following procedure is used to protect the privacy of students enrolled in distance education courses.

1. FERPA: OCtech protects the privacy of all students, including distance education students, through the strict adherence to the rules of the Family Educational Rights and Privacy Act of 1974 (FERPA). The official FERPA statement is available for student and public view through the College's website.

2. Student Number: OCtech issues each student a seven-digit Student Identification Number (SIN) at the time of initial registration. These student identification numbers become part of the unique identifier for all individuals throughout their academic career at the College. The student's OCtech user ID and a password are required for students to access the LMS. The LMS is a secure virtual learning environment where faculty members supplement or facilitate traditional, online and hybrid courses.

3. The password-protected LMS ensures privacy of individual students' records, such as grades and attendance. Students are encouraged to maintain the security of their password.

4. Secure Login and Password: Each distance education student enters his/her user ID

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and college system password to gain access to the LMS. Students must change their passwords during the first logon and are encouraged to change their passwords frequently. Students are responsible for maintaining the security of their personal passwords.

5. Each distance education course requires a minimum of one proctored assignment/examination in order to validate student identity. Students may use the online proctoring product provided by the College, or they may use the OCtech Testing Center.

### **E. E-training/Certification of Faculty**

Ongoing faculty training and professional development activities are offered for faculty developing and delivering distance education courses. The administration of the Online College coordinates distance education training and faculty support. The process for training faculty incorporates the following:

1. Technology and instructional training are offered to prepare faculty to develop and instruct distance education courses.

2. Faculty training includes technical use of the LMS, review of college policies and procedures applicable to distance education, and best practices for teaching online.

3. Adjunct faculty who teach distance education courses complete the same training as full-time faculty. Adjunct faculty are compensated at the completion of officially scheduled and required training sessions. Full-time faculty may serve as online course mentors for adjuncts.

### **F. Full-time Faculty**

Full-time faculty who are teaching a distance education course must provide students with their office hour schedule. Office hours may include use of the virtual classroom.

### **G. Evaluation and Assessment**

Traditional and distance education courses follow the same faculty and student evaluation procedures.

1. Online and hybrid courses are evaluated each semester through the Student Evaluation of Instruction (SEI) survey. Student feedback, including recommendations

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for improvement, are forwarded both to the instructor and the division dean.

2. Student learning outcomes (SLOs) are common to all course sections regardless of the course delivery mode. Data from these assessments are disaggregated by traditional/hybrid, online, and off-site.

3. Enrollment, course evaluation, and course completion data are available through the Office of Institutional Research, Planning, and Effectiveness.

4. The standard faculty evaluation may include both traditional and distance learning courses.