AIKEN TECHNICAL COLLEGE
PROCEDURE

Procedure Title: QUALITY STANDARDS ONLINE LEARNING	Procedure Number: 4-4-113.1
Institutional Authority: Chief Academic Officer	
Associated SBTCE Policy/Procedure:	
Governing ATC Policy: 4-4-113	

Approved: _____ _____

President Chief Academic Officer

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DISCLAIMER

PURSUANT TO SECTION 41-1-110 OF THE CODE OF LAWS OF SC, AS AMENDED, THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY.

The College is committed to providing quality online teaching and learning and, to this end, has implemented Quality Standards for Online Learning (QSOL).

The QSOL outlines standards for students, including course expectations, communication, assessment, and support services. The QSOL also outlines standards for faculty, including faculty support, online instructor certification and assessment, course communication, student-faculty relationships, course management, and student success initiatives. Faculty are oriented and receive professional development on the QSOL in the Online Instructor Certification Program.

Quality Standards for Online Learning

Students

1. Course Overview

1.1 Students are able to evaluate their readiness for online learning.

1.2 The course master syllabus is available in an ADA-compliant electronic format within the Student Portal.

1.3 The course syllabus addendum is available in an ADA-compliant electronic format and easily located within the online shell.

1.4 Contact information for the instructors is made available to all students.

1.5 Content is sequenced and structured clearly.

1.6 Technical expertise and equipment required is communicated with students.

1.7 Students are expected to follow the College's Attendance Procedure for Online Courses, outlined in Procedure 4-4-110.2.

2. Interaction and Communication

2.1 Regular and substantive interaction, which the College defines as at least weekly instructor-initiated formative interaction via methods such as, but not limited to, synchronous learning sessions, comments in online discussion boards, summative overviews of assignment/exam results, and/or detailed responses to specific elements of assignments, is required.

2.2 The student is able to interact with the course content in a variety of ways. (Podcasts, simulations, and practice tests are examples).

2.3 The course provides for appropriate interaction between students and faculty and among students.

2.4 The instructor responds to student questions in a clear, concise, and timely manner.

2.5 Communication and collaboration between students is encouraged.

2.6 Communication between the instructor and individual students is kept private and remains confidential.

2.7 Connections are made between course content, current events, and workplace skills.

3. Assessment

3.1 Students must have access to regularly updated information about their progress in the course.

3.2 All course activities and evaluations are directly related to the learning outcomes of the course.

3.3 Assignments are graded and returned with substantive, constructive feedback.

3.4 Graded assignments and exams are returned in a timely manner.

3.5 Students are given the opportunity to assess the class and the instructors, and the feedback is used to make improvements to the course for the next semester.

3.6 Online students follow the College's procedures for resolving grading or other academic concerns.

3. 7 Students must take their final exam on campus, at an approved testing site, via the Honorlock proctoring system, or an acceptable alternative.

4. Support

4.1 Students are given information about obtaining assistance in using the technology employed, including orientations and E-learning support.

4.2 Students have access to appropriate library resources and are given opportunities to learn how to use them effectively.

4.3 Accommodations for students with disabilities are confidentially documented by student services, and the students are provided with reasonable accommodations as outlined in college policies.

4.4 Appropriate facilities, tutoring, and student services are made available to all students.

4.5 The technology used is appropriate to the learning outcomes of the course, and expectations concerning the use of technology is clearly communicated with the students.

Faculty

5. The Workplace

5.1 Instructors strive to create an academic environment that supports and encourages a vigorous and constructive exchange of ideas.

5.2 The College provides instructors with guidelines regarding intellectual property.

5.3 The College assists faculty with questions related to copyright laws.

5.4 Instructional support and training for faculty is provided by the Office of Teaching and Technology.

5.5 College policies are easily accessible to the instructor, and the instructor adheres to them.

5.6 The instructor participates in professional development activities that add to their subject knowledge, delivery methods, and effective teaching methodologies.

5.7 Standard course shells are developed by the lead instructor and are thereby provided for courses taught by multiple instructors.

6. Technical Skills

6.1 Before offering an online course, the instructor has completed the Certification for Online Learning offered through the Office of Teaching and Technology.

6.2 The instructor has the technical skills needed, as defined by the Office of Teaching and Technology, to teach courses in an online environment.

7. Evaluating Student Learning

7.1 The instructor provides activities that allow the students to demonstrate their knowledge of course content.

7.2 The instructor provides opportunities for students to think critically about course content

7.3 The instructor uses material that is current, relevant, and engaging.

7.4 The instructor uses classroom assessment techniques to provide opportunities for self-evaluation.

8. Student Success

8.1 The College provides students with the opportunity to test their readiness for online learning.

8.2 The instructor communicates the expected learning outcomes and how they relate to program learning outcomes.

9. Faculty-Student Relationship

9.1 The instructor respects the diversity of the students and provides instruction methodologies that engage a variety of learning styles.

9.2 The instructor provides opportunities for students to be actively engaged in learning and applying the course content.

10. Course Management

10.1 The instructor develops exercises for critical thinking and uses collaborative methods of instruction to help their students achieve success and stay engaged with course material.

10.2 The instructor develops the course using best practices of instructional design based on guidance from the Office of Teaching and Technology.

10.3 The instructor assumes primary responsibility for ensuring the quality of instruction and rigor of the course.

10.4 Each year, a randomly-selected course from approximately one-third of all ATC online instructors is selected by their supervisor to undergo review via the Online Course Review Form. All online courses are expected to meet the requirements established by this form within the resulting three-year review cycle.

10.5 To ensure instructor-initiated regular and substantive interaction is provided within the College's online courses, the supervisor of any online instructor who has an aggregate term score below 3.7 out of 5 on their Student Assessment of Instruction's regular and substantive interaction question will review the instructor's courses to make certain such interaction is occurring and provide corrective guidance if it is not.

10.6 In compliance with SC Records Retention Schedule procedure 12-809.7 requiring a minimum one-year retention of course grade sheets/reports, ATC's Office of Teaching and Technology maintains Blackboard course shell archives for three years before deletion.