



wadecollege

ONLINE COURSE POLICY HANDBOOK

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INTRODUCTION TO ONLINE EDUCATION AT WADE COLLEGE

Welcome to Wade College Online

Providing distance education is one component of Wade College's mission. Our institution is committed to providing quality courses regardless of the delivery format. This Online Course Policy Handbook helps facilitate the creation and management of online courses and instructional resources and explains the processes and responsibilities of distance learning through online courses at Wade College. This handbook includes general procedures for taking and teaching online courses and may not address every issue related to distance learning or college policy. Refer to the Wade College Catalog, Wade College Faculty Handbook, Wade College Learning Assessment Handbook, Wade College Policy Handbook, Wade College Student Handbook or other appropriate college publication for policies that apply to the institution as a whole, inclusive of the online environment.

Accreditation

Wade College is currently approved by the Southern Association of Colleges and Schools Commission on Colleges to offer up to 100% of the coursework required for a program online. Online courses follow the same 15-week trimester schedule as on-ground courses.

Definition of Distance Learning

Wade College has adopted the Southern Association of Colleges and Schools Commission on Colleges definition of distance education in this Online Course Policy Handbook:

“Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program.”

Definitions Related to Online Instruction

Wade College currently offers fully online courses which follow the same 15-week trimester schedule as on-ground courses.

- An online course is a course where at least 85% of course content is delivered via the learning platform.

Online Learning Platform

All online courses utilize Microsoft Teams as the online learning platform at Wade College. Many ground courses also utilize this learning platform for document sharing, communication, quizzing and testing, and grading purposes.

Microsoft Teams, the learning platform utilized by the college, is a digital hub that brings online classrooms, content, conversations, assignments, multimedia options for lecture-based and demonstration-based teaching and learning, and apps together in one place, allowing faculty to create vibrant online learning environments. The platform is appropriate to the career-based education offered at Wade College as it is an environment widely used by the industries for which students are prepared to enter. Through the platform, professors can build collaborative classrooms, connect in professional learning communities, and connect with colleagues, all from a single experience. Within Microsoft Teams, faculty can quickly converse with students, share files and websites, create a OneNote Class Notebook, and distribute and grade assignments. Built-in OneNote Class Notebooks and end-to-end assignment management allow faculty to organize interactive lessons and provide effective and timely feedback. Wade College administrators stay up-to-date and collaborate, manage faculty and student usage statistics and audit classes, as necessary.

While the structure of the Teams classroom may vary from course to course, all courses at Wade College are required to include the following components:

- Files: all necessary course materials including syllabus, handouts, assignment sheets, etc.
- Assignments: all assignment dates and submission instructions.
- Calendar: live instructional component scheduled via calendar.
- Recordings: recorded instructional components available.
- Grades: grade averages for the course.

Requirements for the syllabus specific to the online environment are outlined in the Policies and Procedures for Faculty in the Online Environment section of this Online Course Policy Handbook.

Faculty may use additional technology (such as Google, Zoom, Ring Central or WebEx meetings or plug-ins) at their discretion, as long as students have no-charge access in a secure environment; faculty are required to maintain a classroom hosted on Microsoft Teams regardless of additional technology employed.

Facilities and Infrastructure

All students, including online students, at Wade College have access to the Wade College campus, its laboratories, facilities, and equipment.

The following hardware technology necessary to facilitate distance learning, is available in every lecture-based and computer classroom across the college campus:

- a PTZ camera on a wall of the room in an area that catches both the whiteboard and presenter with presets setup in camera software to recall presenter location and whiteboard and camera connected to PC via Ethernet;
- a new Panasonic Projector with a new Chief mount with audio output connected to the OFE in-ceiling amplifier with manufacturer remote used to adjust volume level;
- a Shure SLX14 wireless microphone system connected to the PC to allow communication during Microsoft Teams conferences;
- two new in-ceiling speakers for program audio.

The following hardware technology necessary to facilitate distance learning, is available in every lab-based classroom across the college campus:

- a Lumens video processor, allowing concurrent content to be shared/recorded for local, live streaming, and remote access via Microsoft Teams with a dedicated Dell monitor and keyboard/mouse combo kit for setup and other functions;
- a PTZ camera on the ceiling of the room in an area that can catch both the whiteboard and presenter with presets set in Lumens software to recall presenter location and whiteboard and camera connected via Ethernet;
- a Gooseneck document camera on table and connected to the Lumens Video Processor to enable sharing of hard documents, models, etc.;
- an OFE PC connected to the Lumens Video Processor to allow for content sharing;
- a Shure SLX14 wireless microphone system connected to the Lumens Processor to allow communication during Microsoft Teams conference;
- a new Panasonic Projector with a new Chief mount with audio output connected to the OFE in-ceiling amplifier with manufacturer remote used to adjust volume level;
- two new in-ceiling speakers for program audio.

Faculty are expected to use on-campus hardware and technology to broadcast lectures and demonstrations during the scheduled class time.

Privacy

Wade College protects the privacy of students enrolled in online courses or programs. Wade College employs several measures to protect the confidentiality of student records and complies with the Family Education Rights and Privacy Act (FERPA) of 1974. The college's policy on FERPA is provided in numerous

publications which are readily available. Such publications inform prospective and current students and the public of Wade College's policies on the release of student records. Refer to the Wade College Catalog for more information.

Administrators providing academic, career, and/or financial advising are expected to uphold these policies and follow these procedures:

Use Citrix ShareFile for any sensitive and/or confidential file sharing between approved parties. Citrix ShareFile uses bank-level encryption to ensure secure file sharing and email encryption for both the body and attachments of emails in addition to secure cloud file sync and storage. [<https://www.citrix.com/lp/sharefile/>]

Use DocuSign to request, track, and receive documents requiring signatures. DocuSign encrypts and protects customer data and documents and provides a non-editable audit trail including IP address. Documents and data on DocuSign are encrypted and compliant with ISO27001, eIDAS, and GDPR. [<https://www.docusign.com/>]

Conduct meetings requiring the exchange of sensitive information on approved video conferencing platform via Microsoft Teams or RingCentral/Zoom. Participants in Microsoft Teams meetings should log in through verified Wade College email address. All meetings hosted on RingCentral/Zoom must require a password and enabled waiting room. Meetings should be conducted in a private workspace to ensure confidentiality. [<https://www.ringcentral.com/>]

Meeting hosts should visually verify the identity of participants when conducting meetings regarding confidential or sensitive information protected under FERPA and/or other privacy laws.

Attendance and Headcount

Wade College, inclusive of its distance education programs, ensures that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Southern Association of Colleges and Schools Commission on Colleges. Wade College reports to the Southern Association of Colleges and Schools Commission on Colleges data aggregated from its Student Information System (SIS) which is also used to report accurate information on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid to the Integrated Postsecondary Education Data System conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).

All students admitted to Wade College must register for classes including online courses. Students achieve this through completion of a registration form submitted through the Wade College app, available in IOS and Android app store. During the official registration periods each term, eligible students work with an Academic Advisor, also known to students as an E-Campus Coach, to create a trimester schedule of courses based on an approved financial plan and degree audit.

Students who have been dropped from the Student Information System (SIS) for any reason are also removed from the individual Microsoft Team online course environment by the Office of the Vice-President of Academic and Student Affairs. This student no longer has access to the online course.

Faculty are required each trimester to report those students who are on their class roll but have never engaged in the online class by completing one assignment, participating live in one class meeting or engaging in any other activity required of the course. This is reported to the Office of the Vice-President of Academic and Student Affairs during regular faculty meetings and in writing.

Wade College considers the last date of attendance in an online course to be the last date of an active completion of an assignment, quiz, exam, or interactive communication like participation in a poll or class activity. This must be documented in the gradebook. Attendance in online courses is determined by submission of an assignment or participation in an activity instead of simply logging in to the online learning platform.

For Attendance and Participation Requirements and Last Date of Attendance Policy, see Policies and Procedures for Faculty in the Online Environment in this Online Course Policy Handbook.

Technical Support Services

Wade College employs an outsourced Information Technology department. Services provided include help desk assistance with installation configuration and troubleshooting of software and hardware, i.e. network and Internet connections, email, printer, scanner, MS Office, database, and other software including contracted third-party applications. The company provides instruction on how to copy files, connect peripherals, share files/printer, etc. and provides maintenance and support services.

Faculty and administration have direct access to the company's help desk services through a ticketing system created either directly from an icon on all campus computers or through a portal, via email or via service desk phone number. Students can receive technical support through any administrator or faculty member who will communicate through the same service desk methods aforementioned.

POLICIES AND PROCEDURES FOR STUDENTS IN THE ONLINE ENVIRONMENT

Admissions

The admissions process for an online student is identical to a fully ground student at Wade College. Students must gain official admission to the college and must complete the enrollment process. For more information on Admissions requirements and procedures, see the Wade College website and Wade College Catalog.

Online Tuition and Fees

Ground and online students are subject to the same tuition fees per credit hour and additional institutional fees. Institutional charges at Wade College are considered "all-inclusive." Tuition rates are assessed on a per credit-hour basis, except for college preparation courses which are assessed on a flat-rate tuition basis. All necessary course materials are included at no additional cost to the student. Tuition rates also cover the cost associated with verification of student identity. Such rates also cover other access to other technological programs required for use to complete a program.

Costs for laptops, desktops, sewing machines, drafting tables, furniture and fixtures, and other long-lived tangible assets are not included in tuition or fees. See Wade College Catalog for more information.

Technology Requirements

Online courses are conducted in the online learning management system, Microsoft Teams. To have a productive experience in the online environment, the following technology requirements are necessary of the student:

- Regular access to a personal computer (tablets and phones will allow students to access the Teams mobile application but may limit certain functionality). On campus computers are available to online student use.
- Reliable internet access (preferably high speed)
- Webcam
- Microphone
- Speakers or headphones

The same requirements above are necessary of any faculty member who has institutional permission to teach from a location other than the Wade College campus.

Some courses involve additional software downloads (i.e. AutoCAD, Revit, Adobe Suite) that require certain computer specifications. It is the student's responsibility to identify these technology needs and address any issues during the first week of the trimester.

Professors will clearly outline these requirements in their written syllabus and week one course introductions. Students who cannot meet individual course requirements should meet with an academic

advisor or the Office of the Vice-President of Academic and Student Affairs to make necessary schedule changes during the add/drop period. For specific requirements of online syllabi, see Syllabus Requirements within the POLICIES AND PROCEDURES FOR FACULTY IN THE ONLINE ENVIRONMENT section of this Online Course Policy Handbook.

Technology Help

See Technical Support Services in the INTRODUCTION TO ONLINE EDUCATION AT WADE COLLEGE of this Online Course Policy Handbook.

Student Identity

Wade College demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework, through the following three methods:

A secure login and password generated for the student at the time of enrollment; this is used as a single sign into the college online learning platform, Microsoft Teams, as well as the Student Information System (SIS) and other portals;

Proctored examinations completed under the supervision of an approved proctor, an educational official who supervises a student during an exam; and

Verifying student identification through challenge-based questions; This authentication method relies on public records and the college's Student Information System (SIS). The questions asked to authenticate a log-in often relate to residential history and other characteristics that only the enrolled student would know. Random questions are generated from a sample bank of over 100 personally identifiable elements.

Privacy and Security

Wade College adheres to all requirements of the Family Educational Rights and Privacy Act (FERPA) to protect the security, confidentiality, and integrity of its student records and maintain security measures to protect and back up data. All institutional policies and procedures governing the management, access, storage, and retention of student records are contained in college publications readily available on the Wade College Website to students, faculty, staff, and the general public. For more information, see the Wade College Policy Handbook.

The college issues each student a campus email and a password at college orientation. The student email and password are required for access to the Student Information System (SIS) and Microsoft Teams, the learning platform. These provide a secure environment for faculty to post grades. Professors have access only to their own courses. They receive training on student privacy requirements and are committed security and privacy of students who participate in online courses.

For measures to confirm, secure and protect student identity in the online environment, see Student Identity in this Online Course Policy Handbook.

Advising

Wade College provides all students access to academic advising generally through the Offices of the Vice-President of Academic and Student Affairs. All online students are assigned an E-Campus Coach. Coaches are assigned based on the student's level of degree attainment. Academic advising is conducted via phone and through video conference or private message in Microsoft Teams and/or text message. A central, shared and password protected file is maintained by the E-Campus Coach team, organized by student, which outlines the student's preferred method of communication, student major, confirmation of scheduling and registration for the current term, last contact date and notes outlining the nature of communication, as well as enrollment status and any red flags to be reviewed by an alternate college administrator.

Bookstore

Course textbooks and other required materials are purchased through Wade College's bookstore and distributed to students during in-person registration periods each term. For an online student residing greater than 50 miles from Wade College's INFOMART campus, student must request appropriate books and supplies be mailed through the Office of the Vice-President of Academic and Student Affairs. Registering for classes through the appropriate form within the Wade College app and clearing all institutional holds on the account is required before books and supplies can be mailed to online students.

Disability Support Services

The Office of the Vice-President of Academic and Student Affairs also coordinates the physical and academic support services for any student who has special needs because of a temporary or permanent disability. This service is made available to students in online programs. The Office of the Vice-President of Academic and Student Affairs works closely with the Texas Rehabilitation Commission, the Texas Commission for the Blind, related federal agencies, and other organizations that provide service and aid to the disabled in order to provide the fullest range of services possible.

Identifying Online Courses

The following information on individual class schedules allows students to clearly identify course delivery method:

- On-Ground: 100% on ground courses are identified by a numerical section code and a room location (i.e. ENGL1301.1 | Art Lab).
- Fully Online: 100% online courses are identified by a section code beginning with "OL" and a location of ONLINE (i.e. ENGL1301.OL1 | ONLINE). Online courses with mandatory live attendance requirements are identified with the location ONLINE – LIVE.

Registration

Registering for online courses follows the same requirements as registering for on-ground courses at Wade College. For more information, refer to the Wade College Catalog.

Auditing an Online Course

Policies for auditing any course at the college can be found in the Wade College Policy Handbook.

Incomplete Grades

College policies governing incomplete grades for on-ground apply to online courses. For more information on incomplete grades and other grading policies, see Wade College Catalog.

Student Orientation

Wade College orientation for all students addresses and prepares students for the online environment. New student orientation is a program offered prior to the beginning of the trimester, in which students are provided information on academic and support services. Students are required to complete Wade College orientation in their first term. Topics specific to the online environment, that all students receive orientation on, include:

- Online faculty office hours and communication modes
- Online accessing of the Wade College Student Association, Wellness Team
- Online career services
- Online document storage and sharing
- App-based solutions for accessing online tools
- Use of the learning platform and its features
- Use of the Wade College app and its features

Student Complaints

Online students are encouraged to address class problems with the course faculty member as soon as they occur. If problems cannot be resolved informally, the student may resort to formal grievance procedures

described in the college's written and published procedures for addressing student complaints. These complaints may involve, but may not be limited to: FERPA, student disputes, disciplinary decisions, sexual and gender-based harassment, bullying, discrimination on the basis of race, color, religion, sex, national origin, age or disability, academic and student services programs, grades, policy violations, and other general grievances. Student complaints are addressed in a fair and professional way. Wade College policies and procedures for resolving student complaints are published in the Wade College Catalog, the Wade College Student Handbook, and the Wade College Annual Security Report and Safety Plan.

Academic and Student Support and Services

In addition to providing instruction, Wade College employs a variety of electronic methods including email, texting, live chat, online tutorials, web conferencing, and interactive video conferencing to deliver academic and student support services to online students. Students also have access to faculty and student services staff in face-to-face appointments. All student services available to traditional students are provided to online students.

The Student Tutoring Program is made available to students in online programs. This program is made up of faculty who assist new and continuing students who are in need of academic assistance. Any student at Wade College may request tutoring. All faculty at Wade College are competent and qualified professors, both full-time and part-time, who possess the professional and scholarly preparation necessary to meet the institution's mission and policies; the college assesses each professor's overall qualifications, including academic credentials, teaching and industry-related work experience, and other relevant characteristics to ensure that all faculty members meet the required competence, effectiveness, and capacity necessary for instructional effectiveness.

To assist students with writing questions and issues that they might have, periodic writing laboratories and attendant workshops are coordinated by the Wade College Library. This service is made available to students in online programs and is staffed primarily by the Director of Learning Resources and Institutional Support and the Office of the Vice-President of Academic and Student Affairs.

To assist students in the areas of degree concentration, Wade College has established subject workshops, hosted by subject matter experts, to assist students in gaining a wider range of knowledge across curriculum. This service is made available to students in online programs. The college has a minimum of four subject matter experts in each of the areas of Marketing and Management, Fashion Design and Product Development, Interior Design, and Information Technology. All faculty at Wade College are competent and qualified professors, both full-time and part-time, who possess the professional and scholarly preparation necessary to meet the institution's mission and policies; the college assesses each professor's overall qualifications, including academic credentials, teaching and industry-related work experience, and other relevant characteristics to ensure that all faculty members meet the required competence, effectiveness, and capacity necessary for instructional effectiveness.

The supplemental instruction program at Wade College will provide students regularly scheduled laboratory instruction linked to all the institution's mathematics and English composition courses—including both the college preparation and the college-level courses—to supplement the information and skills taught in those courses. This service is made available to students in online courses. This supplemental instruction is offered by faculty members who are subject matter experts in English composition or mathematics and who possess master's degrees in each respective field. All faculty at Wade College are competent and qualified professors, both full-time and part-time, who possess the professional and scholarly preparation necessary to meet the institution's mission and policies; the college assesses each professor's overall qualifications, including academic credentials, teaching and industry related work experience, and other relevant characteristics to ensure that all faculty members meet the required competence, effectiveness, and capacity necessary for instructional effectiveness.

Online Library Services

Wade College Library is the information commons located at the center of campus in the Dallas INFOMART. Its goal is to provide adequate and appropriate services, materials and information to the student body, faculty, administration, and alumni. All students including students enrolled in online courses at Wade

College are provided with a library orientation program as part of the curriculum tied to SUCC0075 Career and Life Planning course, a requirement for graduation. Within this library orientation, students are provided with a Library Assignment, a Library PowerPoint Presentation, an APA Citation and Guide Sheet and instructions on how to gain at-home access to all available electronic databases.

As part of Wade College's library resources, all members of Wade College have access to an email account which provides the student credentials to gain access to Microsoft 365, other necessary software to complete course requirements, and online research resources such as WWD (Women's Wear Daily), WGSN (Worth Global Style Network), Online Databases through ProQuest at search.proquest.com including eBook Central, which affords all students digital access to over 60,000 electronic books from a wide range of disciplines. These online resources adequately cover all research needs associated with programs taught at Wade College.

The library also provides an online Wade College Library Brochure, as well as various pathfinders that students may utilize to explore subject areas of interest to them.

Specific instruction on the access to and use of online library resources is also available to individual students online through the Wade College Library team within Microsoft Teams. This is staffed by the Director of Learning Resources and Institutional Support where one-to-one or small-group attention is provided.

Access to the entire library collection and databases are also accessible through the Librista app available for download in IOS and Android app stores. Students receive training on this through the Wade College orientation program.

Testing Services

Online courses at Wade College require at least one proctored activity such as a proctored final exam. Proctoring occurs through an approved proctor, often the faculty member of the course. The college also offers the ability to take proctored exams on campus, under the direction of the Director of Learning Resources and Institutional Support. In order to request a proctor service, students should email the Director of Learning Resources and Institutional Support and CC the faculty member teaching the course. The Director of Learning Resources and Institutional Support will confirm in writing with the appropriate faculty member, at the close of the exam, that the student completed the exam in a proctored environment.

Withdrawal

The withdrawal process follows the same requirements and procedures that apply to on-campus courses. See the Wade College Policy Handbook for more information on withdrawing from the college.

POLICIES AND PROCEDURES FOR FACULTY IN THE ONLINE ENVIRONMENT

Beginning Procedures for Online Courses

Faculty members who agree to author an online course should be prepared to use sound instructional design processes when creating the course. They are expected to create course materials and activities that consider the needs of online learners. They will rely on their excellent written and verbal skills more than in the traditional environment due to the increased communication in the online environment. They should be comfortable with computer-based technology, be willing to learn about new technologies, manage time effectively, meet scheduled deadlines, produce a completed course within a specified time period and comply with required availability for office hours to interact with students.

1. The faculty member should establish the Team (classroom environment) in Microsoft Teams and confirm that the official roster of students enrolled in the course from the Student Information System (SIS) matches the Team members within Microsoft Team. This is done through Manage Team - Members and Guests. Students should hold "member" status and not "owner" status.
2. Set up Microsoft Teams tabs to include POSTS (default), FILES, CLASSNOTEBOOK, ASSIGNMENTS, GRADES and LECTURES/DEMOS.

3. Upload approved syllabus to the FILES tab, in addition to any initial materials available to share with students (such as handouts, PDFs of articles, course packs, PowerPoint presentations, etc.).
4. Authenticate the CLASSNOTEBOOK tab so students have access to a centralized place to organize notes and handouts.
5. Begin adding assignments in the ASSIGNMENT tab. If adding a quiz or exam, use Microsoft Forms. To add an assignment, choose Create – Assignment or Quiz. If assignment, upload an editable Word document or other format. If quiz, Microsoft Forms will automatically populate. Choose the correct quiz (or exam). Set an Assignment Date, Due Date and Close Date.
 - Assignment date: the date and time the assignment will appear to students.
 - Due date: the date the assignment is due.
 - Close date: the date the assignment will no longer accept submissions from students; if the classroom policy is no late work, then due date and close date should be set as the same date and time.
6. Set up LECTURE/DEMO tab by going to Lectures – Settings – and copying and pasting the link from Microsoft Streams to the “Search or paste a direct link to a Microsoft Stream channel” box. Also be sure the tab name is “Lectures/Demos,” as appropriate. Multiple Microsoft Streams channels can be set up to separate or classify video content.
 - Each time a live lecture or demo is recorded, the faculty member will need to go to Microsoft Streams channel, using the single sign on, choose More Actions and choose Update Video Details. In this screen, under Details, name the video appropriately, and under Permissions, share with “Channels” and search for the appropriate course. This is how recorded lectures get linked to the Lectures tab in Microsoft Teams.
7. Set up a reoccurring class meeting time on the General – POSTS page. Select “Meet” and “Schedule a Meeting.” Title the meeting, choose the correct day and time frame, choose reoccurring – weekly. There is no need to invite attendees, as this meeting will appear permanently on the POSTS page of this Microsoft Team.
8. Post a welcome message to students on the POSTS page. Set expectations for the first meeting of the course.

Instruction Through the Learning Platform

The Office of the Vice-President of Academic and Student Affairs is the administrator responsible for Microsoft Teams, the learning platform for online education at Wade College. Because the Student Information System (SIS), Campus Café, is *not* integrated with the Microsoft Teams platform, the Office of the Vice-President of Academic and Student Affairs creates class shells for all courses in Microsoft Teams, added from term schedules from Campus Café. Course availability is visible to students at least one month before the first day of each academic term. Course “Teams” within Microsoft Teams are available to students at the start of or before the first-class session. Courses are maintained in the Microsoft Teams platform for two years. Faculty members are responsible for archiving and maintaining a local copy of each of their class materials and gradebooks each trimester. A deleted Team is recoverable only for 30 days. The Office of the Vice-President of Academic and Student Affairs works with faculty to duplicate courses from term to term or to resolve issues related to other technology troubleshooting. Faculty also have the ability to add or remove students from a Team.

Academic Freedom

Faculty members engaged in online/distance education are entitled, like other faculty, to academic freedom as a professor, subject matter expert, industry professional and citizen. For more information on Academic Freedom at Wade College, please refer to the Wade College Faculty Handbook.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of online education, ensuring both the rigor of programs and the quality of instruction. The curriculum and instruction of online courses will be fully comparable in rigor to the same curriculum delivered on ground at Wade College. Expectations of program coordination and curriculum development and review on behalf of the Curriculum Development Committee and Faculty Senate exist equally in online courses as they do ground courses at Wade College. See Wade College Policy Handbook for more information.

Evaluating Faculty

Faculty who choose to participate in online/distance course delivery are expected to undergo performance evaluations for the purpose of maintaining quality course delivery and thereby enhancing student retention and success. Wade College has clear criteria for the evaluation of faculty teaching online courses. The evaluation of all faculty shall be in accordance with the process set forth in the Wade College Faculty Handbook. This includes online student evaluation of instruction every week 10 of each trimester.

Faculty teaching online courses have the same opportunity for an in-class observation. The Office of the Vice-President conducts faculty in-class observations (and subsequent written evaluations) during the summer trimester of each academic year and in the first trimester of the faculty member's engagement with Wade College. Online professors must, during the time the course evaluation is posted and available, advise students of the importance of these evaluations and encourage them to complete the posted evaluation document. The third-party software provides a compilation of the results of the evaluation for each online course to the appropriate professor/chairperson/division director.

Course Evaluations

All online courses will be evaluated according to Wade College evaluation policy outlined in the Wade College Faculty Handbook. Students in online courses will have the same opportunity to evaluate the course, professor, and services through the same online, third-party course evaluation tool that ground students participate in during week 12 of each term. Faculty response criteria to online evaluations of courses will be the same as response criteria for face-to-face courses. Evaluation criteria normally includes Likert scale-style questions regarding:

- The professor is knowledgeable about the subject matter and explains course materials clearly.
- The professor relates the course to industry practice, career-preparedness, or real-world applications, when appropriate.
- The professor relates the course to industry practice, career-preparedness, or real-world applications, when appropriate.
- The professor's conduct is professional. He or she treats students with courtesy and respect and has good rapport with students in the online or on-ground environment.
- I feel encouraged to participate, express ideas, and ask questions, both online and off; professor encourages interaction during and outside of class via Teams chat, email, call or (if appropriate) in-person, on-campus availability.
- I feel encouraged to participate, express ideas, and ask questions, both online and off; professor encourages interaction during and outside of class via Teams chat, email, call or (if appropriate) in-person, on-campus availability.
- The professor conducts class effectively; is on time for live classes, is prepared, uses the time slot productively and manages the class meeting effectively.
- The professor conducts class effectively; is on time for live classes, is prepared, uses the time slot productively and manages the class meeting effectively.
- The professor gives exams, projects, and assignments that cover the most important points of the course.
- I am satisfied with the quality and accuracy of classroom communication, including syllabus, exams, handouts, and projects.
- The professor provides clearly communicated, timely, and frequent feedback on exams, projects, and assignments or has responded to my questions or issues in a reasonable amount of time.
- As a result of taking this course, I feel that I have gained a clearer understanding of this topic and/or I have developed specific skills, knowledge, and competencies needed by professionals in my career field (if applicable).
- Qualitative feedback regarding course, professor and the online technology employed by the course.

Evaluating the Level of Student Learning

Comparability of online courses to ground courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

Evaluation of student achievement is a significant component of Wade College's institutional effectiveness program. Wade College has devoted much time to crafting assessment policies and procedures of its educational programs—including the general education component of each program—and to the creation of effective student learning outcomes to meet the requirements and standards of the SACSCOC, as well as the institution itself. This process continues to evolve, and additional improvements are made to the processes and language of the student learning outcomes. Accordingly, Wade College's institutional effectiveness program includes a continuous, on-going evaluation of student learning outcomes. This process applies to all online and hybrid online courses at the college. See the Learning Assessment Handbook for more information.

Student retention and student satisfaction surveys are regularly measured for feedback among the online student population at Wade College.

Assessment of Online Courses

In addition to the Trimester Assessment Reports conducted by the Curriculum Development Committee and reviewed by the Faculty Senate each term, all online courses will be assessed for and appropriate use of technology in course delivery and suitability of course content in the online environment as well as sufficient rigor as compared to ground courses. Trimester assessment reports will address these control measures and provide a use of results assessment to continually improve virtual courses.

Faculty Load and Compensation

Concerning faculty loads, online courses are most commonly offered as part of existing full-time or adjunct faculty's regular load. Extra compensation for faculty teaching over-load follows the same adjustment scale for traditional (face-to-face) courses. These enrollments are verified by the Office of the Vice-President of Academic and Student Affairs following course add/drop dates, using the Student Information System (SIS) roster. Compensation and benefit policies are outlined in the Wade College Faculty Handbook. Faculty will be compensated in accordance with normal policy regarding faculty course load for courses taught on campus.

Revenue

Wade College receives its revenue from student tuition and fees as explained in the Wade College Policy Handbook. No college employee shall realize a profit from materials sold exclusively to Wade College students. When instructional materials developed by the faculty of Wade College are sold in the college bookstore for a profit, the publisher of the material must be approved by the President. [Wade College Intellectual Property Manual].

Faculty Professional Development and Training

In order to develop high quality online courses, faculty must have sufficient time to develop the course and to receive training in the technology used to deliver the course. All faculty involved in online courses must be proficient in the delivery of this type of education and should possess a working knowledge in the design of online courses.

Wade College requires the completion of on-demand, self-based video training on the Microsoft Teams instructional platform through the Microsoft Educator Center. The training addresses seven broad-based aspects of the teaching and learning platform.

1. An introduction to how Microsoft Teams acts as a hub for classroom activities, basics of how to use Teams and how it functions as the professor's single remote workspace. This introduction shows how educators use Teams in their professional lives and how to transform learning using Microsoft Teams.

2. Getting started teaching online from launching a class session to chatting and using Teams and Channels. This training addresses the need to craft collaborative learning environments online.
3. Conducting remote classes meetings within Microsoft Teams. This training addresses managing the entire class meeting experience, from pre-meeting activities to in-meeting experiences to post-meeting follow up. Faculty learn how to access important meetings and content, as well as which audio and video devices are best for meeting their needs.
4. Setting up work groups. This training addresses the ability for students to collaborate in team or group environments.
5. Tips and tricks. This training addresses additional strategies and features including document share and gradebook use.
6. Microsoft Streams. This training addresses the video service where faculty (and students) can upload, view, and share videos securely.
7. Microsoft Forms. This training addresses the application designed to be used by educators to create basic forms such as quizzes, exams, and surveys, which plug in to the Microsoft Teams gradebook feature.

In addition to required, on-demand virtual training, Wade College offers training through live and asynchronous, ongoing faculty development seminars throughout each trimester at Wade College and at the campus-wide faculty in-service held at the close of at least one trimester each academic year. As an example of the content library housed in this virtual Team, faculty have access to trainings provided by Texadia, the audiovisual systems integrator responsible to furnishing Wade College's newly acquired audio-visual equipment for distance education. These trainings address the operation of all on-campus audio visual equipment necessary to facilitate multimedia presentations for broadcast live and asynchronously to students enrolled in online courses.

Finally, each Wade College faculty member is a member of the Wade College Faculty Team on Microsoft Team. This is a group managed by the Office of the Vice-President of Academic and Student Affairs dedicated to providing resources to faculty members which address training needs in the online environment, best practices, frequently asked questions and answers, audio visual guides to classroom technology, updates on Microsoft products and Microsoft Teams-compatible plug-ins, apps and additional features as made available to users.

At the conclusion of training, faculty members should be familiar with the following topics related to distance education course design and instruction:

- Procedures, contact information, timelines, preferred content formats, materials submission protocols, and best practices.
- Instructional design issues specific to the online environment including syllabus requirements; addressing learning objectives and course outcomes that may be impacted by online course delivery; developing appropriate assignments/activities for the online environment;
- Operation of the Microsoft Teams learning platform;
- Communication techniques including e-mail, discussion board, and chat to create community for students;
- General and subject specific library resources and service available to augment online education courses.
- Strategies to help identify and prevent future problems (including contingency plans for equipment or internet failure).

Technology Help

See Technical Support Services in the INTRODUCTION TO ONLINE EDUCATION AT WADE COLLEGE section of this Online Course Policy Handbook.

Intellectual Property Rights and Ownership of Materials (Copyright)

All college personnel, authors, creators, or inventors, including students, who develop intellectual property, are free to benefit from royalties and monies accruing from such publications or inventions subject to stipulations found in the Wade College Intellectual Property Manual. All classes of intellectual property

created on the employee's or student's own time, and without the use of college facilities, equipment, materials, or support, shall be the sole property of the inventor, author, or creator. Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content, student learning outcomes, and syllabi are deemed to be works made for hire and therefore all intellectual property associated therewith is owned by the college. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all intellectual property associated therewith, belong solely to the college. Scholarly articles and papers written for publication in journals, presentations, and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by the college as works made for hire or otherwise.

Wade College's Online Course Policy consistently interprets and applies all policies and provisions regarding ownership of intellectual property set forth and adopted by the Board of Trustees of Wade College. These are found in the Wade College Intellectual Property Manual. The entire community of Wade College is encouraged to create, publish, invent, copyright, and patent materials of their own creation which will contribute to the advancement of knowledge, increase productivity and/or efficiency, and contribute to the public good. However, when the intellectual property takes on commercial value, the college has an obligation to the public to share in the benefits derived from college support used in the development of such intellectual property. Administrative responsibility, definitions, responsibility of disclosure, ownership of intellectual property, specific student rights, use of college marks, and penalties for violation are outlined in the Wade College Intellectual Property Manual.

Interaction

Every faculty member is required to provide an adequate level of interaction with students in the online environment. Office hour requirements are outlined with the Wade College Faculty Handbook. In the online environment, weekly interaction with students is required through varied media including interactive video conferencing, audio and video conferencing through video-conferencing software such as Microsoft Teams or Zoom videoconferencing software, email, text message, private message or whatever means the faculty member indicates in his or her syllabus is a preferred method.

Attendance and Participation Requirements

Courses are designed for students to interact with their professors and classmates via forum discussions, chats, email, and live and recorded instructional components. It is the expectation in all courses that students are regularly engaging with their professors, peers, and course material each week of instruction.

Professors will clearly outline all requirements in their written syllabus and during week one course introductions. Students who cannot meet individual course requirements should meet with an academic advisor to make necessary schedule changes during the add/drop period.

Last Date of Attendance Policy

Wade College considers the last date of attendance in an online course to be the last date of an active completion of an assignment, quiz, exam, or interactive communication like participation in a poll or class activity. This must be documented by the faculty member in the gradebook. Attendance in online courses is determined by submission of an assignment or participation in an activity instead of simply logging into the online learning platform.

Monitoring Courses

The Office of the Vice-President of Academic and Student Affairs, the Microsoft Teams Learning Platform Administrator, will have the authority to review all online course content. This includes successful setup of the course (described in Beginning Procedures for Online Courses above), interaction between student and professor, and the progression of the course and quality and accuracy of lectures, demonstrations, and course materials.

Removing Students

The Office of the Vice-President of Academic and Student Affairs will purge students from online courses by removing their access to a specific team in Microsoft Teams when a student has dropped or withdrawn

from a course or if a Presidential decision has been made against a student who does not have fulfilled financial or other responsibilities.

Retention Strategies and Intervention

At any time during a term, and especially at the beginning of the term, faculty should report the names of non-participating students to the Office of the Vice-President of Academic and Student Affairs or an appropriate e-campus coach who will be a second point of contact to encourage enrolled students to participate in a course. Microsoft Teams provides log-in reports and analytics, which the Office of the Vice-President of Academic and Student Affairs pulls regularly, to assist faculty members in identifying students who may need to be guided back on track. In addition, the college utilizes an infrastructure of e-campus coaches who are tasked, much like the traditional role of academic advisors, to have regular contact with students and provide support and solutions when necessary. A Student Success Coach is tasked with keeping students in their first term engaged and organized in their studies.

Syllabus Requirements

A syllabus is required for online courses and must meet the same content requirements that apply to all on-campus academic courses. In addition to regular requirements, a syllabus for an online course must also include:

- Attendance and synchronicity expectations for the course (see Attendance and Participation Requirements in this Online Course Policy Handbook);
- Proctor requirements for students (see Proctored Examinations in this Online Course Policy Handbook);
- Methods of creating interactivity (live chat, polls, forums, e-mail, etc.);
- Explanation of any special software, other downloads, or online library requirements;
- Any nuances for faculty office hours and contact methods preferred by the faculty member in the online environment.

It is the faculty member's responsibility to update syllabus information prior to the start of each trimester, submit it electronically for review by the Office of the Vice-President of Academic and Student Affairs and post the approved syllabus in a Class Materials tab on Microsoft Teams.

Electronic Grade Book Submission

At the end of each semester, professors need not submit digital copies of gradebooks as the Microsoft Teams gradebook archives grade history after a term has been completed.

Proctored Examinations

Faculty responsibility for proctored exams include:

- At least one examination per online course must be proctored, preferably a final examination;
- Proctoring information must be specifically stated in the syllabus, and each examination requiring proctoring must be identified by the faculty member;
- After the add/drop date, at the professor's discretion, students may be periodically reminded concerning proctoring requirements.

All teaching faculty members hold approved proctor status for their own course. Academic administrators of the college including the Vice-President of Academic and Student Affairs and the Director of Learning Resources and Institutional Support are approved proctors for examinations, as well. Faculty can request the assistance of an approved proctor in writing to the Office of the Vice-President of Academic and Student Affairs at least two weeks before the examination date. Proctoring requires the use of a web cam to verify student identification during key examination deliverables in a course. Web cam is a technological requirement of students as outlined in this Online Course Policy Handbook.

Privacy and Security of Students:

Faculty teaching distance education courses are expected to uphold these policies and follow these procedures:

- Teach distance education using Microsoft Teams and other Office 365 applications which are designed with measures to ensure the security of student work and grades.
- Use the college's secure SIS site to report student grades to permanent record.
- Use the college's secure grade book site in Microsoft Teams to release real-time grade information to students.
- Use Microsoft Teams or the college's email system for all official confidential communication, such as providing feedback on student work.
- Keep student work, scores, feedback, and grades confidential. Students in the course will not have access to other students' work or grades unless the assignment is designed to promote peer critique and feedback monitored by the faculty member.
- Keep Office 365 login information secure. Faculty/admin will not share logins with others or give unauthorized access to courses in Microsoft Teams.
- Conduct video class sessions on an approved video conferencing platform such as Microsoft Teams or Zoom. Participants in Microsoft Teams video class sessions should access through verified @wadecollege.edu email address logins. All video class sessions hosted on Zoom must require a password and enabled waiting room.
- Conduct meetings requiring the exchange of sensitive information on approved video conferencing platform via Microsoft Teams. Participants in Microsoft Teams meetings should access through verified @wadecollege.edu email address logins. Meetings should be conducted in a private workspace to ensure confidentiality.

Teaching Tools

Faculty may use (and require of students) additional technology at their discretion, as long as students have no-charge access in a secure environment; faculty are required to maintain a classroom hosted on Microsoft Teams regardless of additional technology employed. Such tools might include:

- Google Classroom: a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between faculty and students.
- Microsoft Class Notebook: a personal workspace for every student, a content library for handouts, and a collaboration space for lessons and creative activities; a convenient plug-in for Microsoft Teams.
- Microsoft Forms: an online survey, quiz, and exam creator with automatic marking; data can be exported to Microsoft Excel and grading communicated directly to Teams gradebook; a convenient plug-in for Microsoft Teams.
- Microsoft One Drive: a file hosting service and synchronization service operated by Microsoft as part of its web version of Office; all students and faculty have access to this service; a convenient plug-in for Microsoft Teams.
- Microsoft One Note: a note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users; a convenient plug-in for Microsoft Teams.
- Microsoft Share Point: a web-based collaborative platform that integrates with Microsoft Office as a document management and storage and collaboration system; a convenient plug-in for Microsoft Teams.

- Microsoft Stream: a video service in Microsoft 365 which makes it easy to create, securely share, and interact with video content such as recorded live lectures or demonstrations; a convenient plug-in for Microsoft Teams.
- Microsoft Sway: a tool for creation of newsletters, presentations, and documentation in visually interesting formats; a convenient plug-in for Microsoft Teams.
- Microsoft Polly: a polling solution to create intuitive polls for classroom participation; a convenient plug-in for Microsoft Teams.
- Microsoft Whiteboard: a freeform intelligent canvas where classes can create and collaborate visually. Optimized for mouse, pen, or touch screen, it lets users write or draw as smoothly as with ink, while automatically recognizing and transforming shapes and tables as the user draws; a convenient plug-in for Microsoft Teams.
- Microsoft Yammer: a multilingual communication system that mimics a social media network; a convenient plug-in for Microsoft Teams.
- Ring Central: a cloud-based telecommunications service offering a web conferencing solution, HD-ready virtual events, conference calls, texting and messaging; this is a paid service which administrators at Wade College have access to; administrators who teach online courses may use some functionalities of this telecom service.
- Socrative: an app-based service for faculty to initiate formative assessments through brief quizzes, quick question polls, exit tickets and space races; the service instantly grades, aggregates and provides visuals of results of the activities. Students and faculty are required to download a separate app, available free for IOS and Android devices.