



## **Procedures for Online Courses and Instructors Who Teach Online**

### **Changing the Delivery of an Entire Program**

If an **entire program** is changing its delivery method to online, the college level graduate committee, Graduate Council, CAPC, University Senate, and the Provost must approve that change. The Provost's office notifies the University of Georgia System office and SACS. The Provost's office will also notify the Registrar, Financial Aid, Business, and IDEAS departments. IDEAS will enter the program into the Georgia ONmyLine database.

### **Changing the Delivery Method for a Course from Face-to-Face to Online**

The Department Chair must approve the change if an instructor changes the delivery method of a *graduate* or **summer** course from face-to-face to fully online.

Both the Dean and Provost must approve fully online *undergraduate* courses during regular **fall** and **spring** semesters on a case-by-case basis. Approval will be reserved for exceptional circumstances (such as a medical leave), or when there is a distinctive pedagogical value added to the online delivery that is unavailable with hybrid or face-to-face instruction. This approval must be in writing from both the Dean and Provost.

### **Scheduling the Online or Blended Course in Banner**

After a department creates a course schedule, the department Administrative Assistant enters the delivery method for courses according to the way the faculty plans to teach the courses, regardless of where the instructors are in the review process. The Registrar's Office will open any course for entry as an online course with the request from the department.

### **Online Instruction**

#### *Role of IDEAS*

Faculty who desire to teach a fully or blended online course for the first time at Georgia College using GeorgiaVIEW will make a request to the department chair and then to the IDEAS department for feedback. IDEAS staff will create a "shell" for the faculty to build the course. Once complete, the IDEAS staff\* will work with the instructor and provide helpful feedback on the design of the shell course using the selected [Quality Matters](#) Standards (minimum required). The instructor will meet online instruction design expectations (required for only the first online course) after demonstrating basic competency using GeorgiaVIEW and the course design meets the minimum Quality Matters Standards noted below.

*Note: IDEAS staff are certified for completing the Applying the Quality Matters Rubric course. The procedure is for the **faculty** teaching an online or blended course, not individual courses.*

The minimum Quality Matters Standards are:

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.9 Learners are asked to introduce themselves to the class.
- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 3.1 The assessments measure the stated learning objectives or competencies.
- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 6.1 The tools used in the course support the learning objectives or competencies

*Note: The best way to address meeting Quality Matters standards is for the instructors to complete the Applying the Quality Matters Rubric course. The course is available online and face-to-face (planned beginning April 2016). Instructors who have never taught online should plan to take the online course.*

### **Online Faculty Tracking in Banner**

Once the instructor meets essential course design competencies, either the Registrar's Office or IDEAS staff will enter a faculty attribute of ONAP (Approved to Teach Online) to the Banner record. This process will allow both the Department and IDEAS offices to track approved online instructors and to promote instructor training, as well as offer assistance.

If an online or blended course has one or more classes scheduled as **synchronous** class meetings, that information must be communicated to the administrative assistant who will schedule the date(s) and time(s) in Banner.

### **Online Terms for Reporting Purposes**

The University System of Georgia's definitions for web-based course reporting procedures are:

- **Entirely online 100%** of the course is taught online.
- **Online or fully online 95% to 100%** of the course is taught online. The class may meet for a one-time orientation.
- **Partially online 51% to 94%** of the course is taught online. More than half of the courses face-to-face class periods will be replaced by online instruction.
- **Hybrid 25% to 50%** of the course is taught online. While much of the course

meets face-to-face a large amount of the coursework is conducted in an online environment. This is the model for "flipping the classroom".

- **Technology enhanced/face-to-face 0% to 24%.** No portion of the course is taught online. This category is used as a document repository. For example, the course syllabus or some course readings may be stored in GeorgiaVIEW.