

Online College @ Greenville Technical College Handbook

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Vision

Online education will **facilitate engaging course instruction- providing what students are looking for via the Internet, video, satellite, and other technologies** so that **students can achieve their educational goals, anytime and anywhere with 0 trips to campus within the next 10 years.**

Mission

It is the mission of Greenville Technical College's Online and Non-Traditional Programs Division to provide quality education to all students in a learning environment through state-of-the-art technology and convenient scheduling that is both supportive of the needs of the complete student and academically sound in both content and delivery.

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Major Components

Admission and Registration Center

The overall strategy is to increase applications to allow for more selectivity in the admissions process as well as increase enrollments.

Student Information System (Powered by Datatel college-wide)

Student Intake System – Admissions and Registration

Call Center

The overall strategy is to provide technical and customer service support to both faculty and students.

Operations Center

The overall strategy is to manage the entire operations of the division, which includes internal operations, ACSinc (division's Internet Provider -), video on demand, Media Services of Greenville Technical College, software contract companies, and the ALERT Center (Florida).

Academic Center

The overall strategy is to develop and maintain all online courses of the division and to train all department heads and faculty teaching or evaluating online courses.

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Goals and Objectives

The Online College is committed to providing the resource information you will need to facilitate effective and interactive online courses. It is the goals and objectives of Online to motivate, inform, develop, suggest and recommend.

Introduction

This handbook has been designed to help online faculty (adjunct and full-time), staff, and administrators learn about Online College and the services the college provides to support online course development and online teaching. Online courses enable the college to extend its teaching services and class offerings via the Internet, offering the ultimate in convenience for students. While the primary offering is online, students may also choose from Teleclasses (live classes delivered to students in remote classrooms via two-way audio and video at satellite campuses -Barton, Brashier, Greer and Northwest) and Videocourses (class lectures are offered on DVDs). This handbook is intended to serve as an easy-to-reference informational tool.

The College Catalog, which contains student policies, program information and course descriptions. Available online at <http://www.gvltec.edu/display.aspx?id=352>.

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Online Learning @ Greenville Technical College

Online learning is an integral part of GTC that promotes student success through innovative teaching, learning and technology. The Online College coordinates and supports all online learning at the college and has grown from offering courses to offering online degrees.

The policies and procedures in this handbook are based upon certain assumptions:

- On-campus, traditional courses do not meet the needs of all students. Some people, due to work schedules, family commitments, etc., are better served by alternative approaches.
- Faculty members are essential to the success of online learning at GTC. Faculty bears responsibility for the academic quality of the online learning experience and function as facilitators, coaches and mentors for distance learners.
- Online education at GTC is student-centered and student-focused. All policies and procedures are designed to meet student needs and promote student success.
- Online learning courses encompass the same professional responsibilities as on-campus courses. In online courses, faculty must be willing and able to communicate with students via telephone, e-mail, letters and/or personal conference.
- Course requirements for online learning courses are designed to be the equivalent of the same course taught on campus, and students must be highly motivated and well organized to complete these courses independently and successfully.

Online College @ GTC Provides Online learning in the following delivery methods:

- Fully Online Courses (the majority of the coursework is done over the Internet)
- Web-Centric -Hybrid Courses (a combination of online and seated time)
- Web-Enhanced (a seated course where the instructor uses online materials and activities to supplement the classroom work)
- Videocourses (Video on Demand and DVD)
- Teleclasses

Online College Office Administration and
Support Staff

Director of Distance Education	Diane Thomas	diane.thomas@gvltec.edu	864-250-8098
Help Desk Supervisor	Martha Duncan	martha.duncan@gvltec.edu	864-250-8151
Academic Advisor	Chris Satterfield	chris.satterfield@gvltec.edu	864-250-8393
Technical Consultant	David Leopard	david.leopard@gvltec.edu	864-250-8293
Webmaster	Walter Cantrell	walter.cantrell@gvltec.edu	864-449-4506
Instructional Development Head Director	Dr. Chuck Shaw	chuck.shaw@gvltec.edu	864-250-8620
Instructional Development coordinator (Math)	Lee McMinn	lee.mcminn@gvltec.edu	864-250-8269
Instructional Development coordinator (English)	April Childress	april.childress@gvltec.edu	
Faculty Development Support	Cindy Norwood	cindy.norwood@gvltec.edu	864-250-8406
Helpdesk Call Center		moreinfo@college-online.com	864-250-8130
Testing Center		DistEdTestCtr@gvltec.edu	864-250-8020

Course Schedules – Available online at <http://www.college-online.com/schedules/schedules.htm>

Class Size

First time online instructors are capped at 25 per class; otherwise standard departmental allocations are followed for all GTC courses.

Check <http://www.college-online.com/schedules/schedules.htm>, choose Course Delivery Method (Online, Video, or Teleclass), and then click on individual courses for individual information course outlines and approved course allocations.

Performance Expectations and Standards of Employment

Respond to email and phone requests from students within a 24-hour period. Notify your students and the Online College Office if you plan to go out of town, or will be unavailable for an extended period of time, that would prevent you from responding to students and Online College within a 24-hour period.

- Respond to emails and phone calls from Online College within a 24-hour period, except on weekends.
- Meet all reasonable deadlines for administrative paperwork set by Online College Office and Greenville Technical College (GTC). This includes book adoption, attendance verification, final grades, and other deadlines.
- Teach the course for the complete session dates, as specified in the course registration system. For example, if class is scheduled August 18 – Dec. 13, 2006, class should be conducted during that entire time period, and not be conducted outside of those dates.
- Permit only registered and paid students to access courses. You will be expected to check your class roster in Web Advisor at least every other day during the first two weeks of the session, and after each subsequent drop and withdrawal periods, specified in the Academic Calendar.
- Maintain your faculty web page on the GTC server with the required information.
- Ensure that you have access to a working computer and Internet connection. Have a back-up plan if your personal computer is not working.
- Follow procedures of the Testing Center if your course requires proctored face-to-face testing.
- Participate in online adjunct mentoring activities throughout the semester, as announced.
- Facilitate the administration of course evaluations and surveys for your students.
- Follow the college course outline.
- Uphold college academic standards and policies, and follow grading policy, specified in the College Catalog.
- Submit course information and class syllabus to Online College.
- Make written agreements with each student assigned an Incomplete, and provide a copy of the agreement to the office of Online College.
- Provide current contact information to the office of Online College for a period of one year from the end of the course.
- Participate in an administrative evaluation of your course and instruction.

Faculty Online Course Prep Checklist:

- Departmental Faculty Paperwork
- Be sure to provide official transcripts and complete all required paperwork
- GTC Accounts
- Your supervisor will request a GTC e-mail account for you, as well as a web page account
- Your Faculty Web Page
- When students register, they are instructed to visit their instructor's course information page for course information. All course information is listed at <http://www.college-online.com/schedules/schedules.htm>

Orientation and Training:

- Make sure you are prepared by participating in any of the following training opportunities.
- WebCT training offered by Online College
- FrontPage or DreamWeaver training
- Campus Cruiser training
- New Adjunct Orientation
- One-on-one orientation to your specific online course (if you are using a 'master shell')
- Textbook: You will be asked for book adoption information by the office of Online College; please be prepared to provide author, title, ISBN. Desk copies should be ordered by the instructor

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Online Course Proposal Process

In order to facilitate the development of online courses that implement best practices for online teaching, Online College at Greenville Technical College requires that instructors complete an Online Course Offering Proposal prior to scheduling or developing a course for online delivery. This includes both hybrid (blended learning) and fully online courses. Please note:

- The form must specify the lead instructor; that is: the instructor responsible for overseeing the development of the course for the online environment. The lead instructor will work with the Instructional Design Team in developing the course.
- No proposal will be considered unless it has been approved by the instructor's department head and dean.
- For curriculum courses, only those courses that are in the catalog of approved courses and that are currently active in Datatel will be approved for online development. (If you have a question about whether a course is in the CAC and in Datatel, contact the Office of Academic Support).
- The form must be completed for the development of a new online course, or the extensive revision and redevelopment of an existing online course.

Steps for Completing a Curriculum Course Offering Proposal

[Complete the Online Course Offering Proposal](#). Note that this form is for (1) a proposal to develop a course for online or (2) a proposal to modify extensively an existing online course (e.g., new textbook, new epack, or major changes to content and structure). Only one action should be selected and a different form should be used for each course.

Complete the proper section of the form and click on submit.

After the form is submitted, the Instructional Development Director of the Online College will evaluate the proposal and, if it is approved, forward it to the Dean of Online College. The department is then notified of the approval. The lead instructor then meets with Online College to discuss the schedule for development and implementation. Proposals which are not approved will be sent back to the department for revisions.

For all e-adoptions, e-books, supplemental resources, and other resources, click on Faculty Services at www.e-follett.com

[Request a Guest Account](#) for a Visiting Instructor or Guest Speaker

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Design and Instructional Policies

Part One: The User Interface

Upper Text Block

- The upper text block includes a banner that identifies the course as a GTC Online College Course
- The upper text block must specify the course name, number and section number.
- A portion of the text block may be used for *very brief* announcements and reminders.

Course Content Area

A. Folders: In order to provide a simple, intuitive user interface, each course will include the following folders on the Course Content Area

- **Course Information**
 - Syllabus
 - Meet the Instructor
 - Course Introduction
 - Other information as required
- **Orientations**
 - Student Orientation to WebCT
 - Course Orientation (optional)
 - Orientation to other technologies used in the course
- **Technical Help**
 - College Online will provide links and information here.
- **Learning Modules**
 - Modules within folder arranged by unit/ topic/ chapter/ week, etc.
 - Each Module may include
 - Lectures
 - Learning Activities
 - Links to discussions, assignments, assessments

Course Tools Menu

Any items tools that are not going to be used in the course should be removed from the course tools menu. The following tools should be included on the course tools menu:

- Course Content
- Announcements
- Syllabus
- Calendar
- Mail
- Learning Modules
- Discussions (may also be linked in Learning Module)
- Assessments (may also be linked in Learning Module)
- Assignments (may also be linked in Learning Module)
- Search
- Media Library (*optional*)
- Web Links (*optional*)
- Chat (*optional*)

Note: The order listed above is the recommended order for these items. In some cases, it is acceptable to hide the Assessments link if required tests are accessed through a link on the home page.

The Student Tools Menu should include:

- My Grades
- My Progress
- My Notes
- My Files

Icons and Color Scheme

- To insure consistency and accessibility, the standard WebCT Icon should be used.
- Because it is the most legible, a Custom Color Set should be used for the Course Tools Menu. The background should be white with black text. Highlighted and selected items on the Course Menu should be yellow (Top Row, Third column; Hex #FFFF99).



The Standard Interface

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Part Two: Required Components

Learning Modules

- Learning activities including “lecture notes,” instructions, self-tests; discussion assignments, etc. should be grouped into learning modules.
- Lecture notes should never be presented as single pages; they need to be grouped into learning modules
- Each module should represent a manageable portion of the course that corresponds to a unit, chapter or week.
- Learning objectives and outcomes should be clearly stated at the beginning of each module

Syllabus

Each course will include the approved syllabus for the class. The WebCT Syllabus Template should not be used.

Online Syllabus should include:

- Frequency that e-mail will be checked.
- Method for submitting assignments along with any protocols (filename conventions, etc).
- Expectations in terms of interaction
- Testing times and procedures for testing (proctored, etc.)
- Technical Support Information
- Clear Definition of Attendance Online
- Links to library and other appropriate pages.

- Academic Program manager for your department (links to e-mail, phone)
- Contact information and links to College Online's Student Support Services
- Contact information and links to College Online's Academic Advising
- Link to Student handbook online
- Alternate e-mail contact for instructor
- Section 508 statement: This course has been designed to meet the requirement contained in the Americans with Disabilities Act, Section 508. If you require specific accommodations to complete this course, notify your instructor as soon as possible. You should also contact Student Disability Services at <http://www.gvltec.edu/display.aspx?id=1968>

Meet the Instructor

- Each course will include a "Meet the Instructor" page. The purpose of this page is to provide information about the instructor's interests and academic credentials. In other words, the page should "humanize" and "legitimate" the instructor. The page should also include contact information.
- This page should provide instructor contact information.

Orientation to WebCT

- Each course will include an orientation to WebCT. While this orientation is provided by College Online, it can and should be modified to reflect any unique features of the course.

Calendar

- The Calendar must be used to designate important dates even if those dates are included on the syllabus.

Grade Book

- For courses that are fully online, the WebCT Grade book will be the means by which student grades are recorded and shared with students.

Assignments

- The assignment drop box will be used for the submission of assignments. The use of e-mail for submitting assignments should be avoided.

Discussions

- Discussion involving student-student and student-instructor interaction is a required component in each class.
- Participation in discussion should be the means of measuring student attendance

Online Tests

- Each online course will contain at least one practice test that allows students to experience and become comfortable with the online testing environment.
- Self-tests or other self-assessment activities will be used in each unit.
- Generally, a test should be available for students for a 48 hour period.
- Required trips to a testing center should be kept to a minimum
- If proctored tests are required, they must be made available to the student in his/her geographical

area.

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Part Three: Instructional Design and Course Content

Accessibility

- Course content should be accessible according to the standards listed below
- Make students aware of accessibility features of WebCT
- If a student needs special accommodation, the instructor needs to contact the Office of Special Needs for direction and assistance.
- The syllabus must include information for students who need to contact the office of Special needs.
- Additional time should be allowed for students with documented special needs.
- The following statement should be included in the syllabus for the course: “This course has been designed to meet the requirement contained in the Americans with Disabilities Act, Section 508. If you require specific accommodations to complete this course, notify your instructor as soon as possible. You should also contact Student Disability Services at <http://www.gvltec.edu/display.aspx?id=19681>”

Course Content

- Text material must be in HTML format. PDF files should be avoided unless absolutely necessary. If content is created in Word and converted to HTML, it must be saved as **Web Page, Filtered**.
- Content must be designed for accessibility:
 - No use of color coding unless other visual cues are provided
 - Appropriate font sizes and types. Times New Roman or Arial is recommended.
 - Include alt-tags for all graphics
 - Hyperlinks should be given descriptive names
 - Hyperlinks should note if they will open a new window
 - No animated icons
 - If tables are used for content layout, make sure the table can be read in a linear manner.
 - Background for text pages should be white.

PowerPoint:

- Use to present graphics and audio that support learning objectives.
- In most cases material presented in PowerPoint should also be provided in an accessible format.
- Use of PowerPoint simply to present a text outline is not acceptable. When the content of the presentation is a text outline, the presentation should be exported to Word and converted to HTML.
- PowerPoint should be converted to a format suitable for the cross-platform, Browser independent presentation on the Web. This can be accomplished using *Impatica* or *Camtasia*.
- In cases where it is necessary that students be able to download PowerPoint (e.g. for printing of slides), presentations should be divided into manageable file sizes.

Use of Video

- Video should not be used to present a “talking head” giving a lecture. This discourages active learning and reflects an “instructor-centered” rather than a “student-centered” learning environment.
- **Brief** (2 to 4 minute) video clips (including screen captures) can be used to:
 - Demonstrate how to perform a task

- Illustrate and reinforce a concept
- Present a brief overview or summary of a topic
- The video should be in a widely-used, cross-platform format.
- Videos should be no larger than 640 X 480. *A smaller resolution is preferred whenever possible.*
- Videos must be closed-caption or a text-equivalent should be provided.
- If longer videos are essential for a course, instructors should consult college-online to determine best means of delivery.

Use of Audio

- Brief audio clips may be used to present course information, especially where it is important for students to hear correct pronunciation.
- Audio should be encoded as MP3
- Audio must be accompanied by a text transcript. Audio should not replace a text version of online text

Assessment

- Multiple means of assessment *must* be used. This minimizes academic dishonesty and also provides a better measure of the student's learning. Assessment strategies *can* include:
 - Online Testing
 - Class Participation (Discussion)
 - Response Papers
 - Essays
 - Research paper
 - Individual/ group projects
 - Journal/blogs
 - E-portfolios

Multiple Learning styles:

- As a whole, the course should address a diversity of learning styles

Collaborative Learning

- To promote active learning, instructors should require and facilitate collaborate learning activities whenever possible.

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Part Four: Facilitating Online Learning

It is the philosophy of the Online College of Greenville Technical College that the primary role of the online instructor involves facilitation of meaningful, active learning and the mentoring of online students. The instructor is expected to be present in the course, maintain communication with students, and establish a high level of interactivity among students and between students and the instructor.

- Prior to the start of class, instructors should contact online students through CampusCruiser e-mail. This e-mail should:

- Welcome the student to class
 - Remind student of the start date of the class
 - Explain how to log in to WebCT
 - Direct the student to conduct a Browser check
 - Provide additional information as needed.
- The instructor is expected to be “present” in the course. **In most cases, e-mails should be answered within 24 hours.** In some cases, it will be important for the instructor to initiate contact with individual students. For example, an e-mail should be sent to students who become inactive in the course, who fail to turn in an assignment, or whose work is below accepted standards. On the other hand, it is also helpful to send e-mails to encourage and commend students. An individual e-mail lets the students know that you are present in the course and that you are interested in them.
 - Instructors are expected to participate in the discussion board. While it is important that the instructor not dominate discussions, it is also important that the instructor help guide discussions, use Socratic questioning to foster critical thinking, and facilitate discussions and learning.
 - For both e-mails and discussions, instructors should require students to follow rules of netiquette and demonstrate effective written communication. This reflects the college’s stated objectives concerning communication and professionalism.
 - Because it is difficult to require all students to be on line at the same time, use of the chat room/white board is optional. Effective use of the white board/chat room includes:
 - Review sessions
 - Virtual office hours
 - Group projects.

Maintaining the Gradebook in Your Online Course

- Because there is no direct link between Datatel and WebCT, it is necessary for instructors to verify that the information in WebCT is correct and up to date.
 - If a student has dropped the course or withdrawn from the course, the instructor should ***unenroll*** the student from the WebCT module.
 - If a student appears on the Web Advisor Roster, but does not appear in the WebCT gradebook, contact David Leopard. Be sure to include your course and section number as well as the student’s name in your e-mail.

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Part Five: Preparation for Online Teaching

- Because the Online Division of Greenville Technical College is committed to high standards in course design and instruction all instructors must complete prescribed training in online teaching. It should be emphasized that this training is the minimum preparation. Online teaching requires ongoing development of skills in technology and teaching. Instructors are therefore encouraged to take advantage of workshops and learning opportunities for online instructors.

Part Six: Approval of Online Courses

Prior to the start of fall semester, Online College will review all courses for compliance with its guidelines. When a course fails to conform to guidelines and policies of Online College, course designers will be notified of specific changes that need to be made. Corrections must be made prior to the beginning of the next semester that the course is to be taught.

All e-packs must be approved by Online College *before* they are adopted.

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