TITLE:	**Development and Delivery of Distance Education Courses**
PROCEDURE NUMBER:	**3-1-1012.1**
RELATED POLICY AND PROCEDURES:	**1-3-1000.1 Copyright Compliance** **3-0-100 and 3-0-1000.1 Intellectual Property Rights 3-1-1012 Development and Delivery of Distance Education** **8-2-1030.1 Full-time Faculty Terms of Employment, Teaching Workload, Overload Compensation and Responsibilities**
DIVISION OF RESPONSIBILITY:	**Academic Affairs**
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August 27, 2013	**November 18, 2025**	**November 18, 2025**
Approved by President	**Date of Last Review**	**Date of Last Revision**

Administrative Responsibilities

It is the overall responsibility of the Dean, Professional, Progression and Enrichment Learning Division (PROPEL) and the Vice President of Academic Affairs, with the assistance of the Information Technology Division, to review and revise this procedure.

Definitions

A. **Online Course** – A course delivered asynchronously via the College's learning management system.

B. **Hybrid Course** – A course that is offered in a blended modality via the College's learning management system (LMS) and face-to-face instruction (1-99%).
C. **PEN Course** – A course delivered synchronously via the Piedmont Educational Network.
D. **Distance Education Course** – A course offered in online, hybrid, or PEN formats.
E. **WEX** – A course delivered synchronously via the college's conferencing software.

Procedure

A. Course Development and Approval

1. Decisions to offer an online/hybrid course originate at the departmental level. The Curriculum Review Committee approves all requests for changes in course delivery modalities.

2. Operational budgets provide adequate technical resources, including hardware and support services, to sustain the distance education program.

3. Faculty participate in the development of quality standards for distance education and assist in development of the Distance Education courses.

4. The Faculty Performance Management System (FPMS) Planning Document includes faculty assignments for the development of distance education courses.

5. Courses developed for online delivery are evaluated by the Online/Hybrid Quality Review Committee, a sub-committee of the PTC Curriculum Committee, using the Online Course Quality Rubric and approved by the Department Head/Academic Program Director and Division Dean.

6. All courses, regardless of the mode of course delivery, use a common approved course syllabus to ensure each course has the same rigor, content, and student learning outcomes/objectives.

7. Each distance education course is required to include a minimum of one proctored assignment/examination to verify student identity.

B. Technical Support

1. The Instructional Development and Academic Support Office of the Academic Affairs Division provides administration of the online learning management system to include technical and course development support and training for faculty.

2. The integration of the learning management system (LMS) with the College's student information system allows for the population of student enrollment and faculty assignments. The Information Technology Department provides technical support for the integration.

3. The Instructional Development and Academic Support Office coordinates student orientation to the Learning Management System (LMS) each semester using experienced distance education faculty and staff.

4. Students enrolled in online courses receive instructional materials on using the LMS, technical support, library resources, and academic tutoring.

5. The campus-wide technical support staff and the Instructional Development and Academic Support Office provide individual basic technical support to students, faculty, and staff. Both technical support services maintain support records; the Instructional Development and Distance Education Office reviews these records periodically and initiates continuous improvement actions.

C. Student Identity and Privacy in Distance Learning

1. Piedmont Technical College assures the security and integrity of distance education courses through the implementation of secure log on procedures, electronic signatures, and test proctoring methods.

2. The following procedure protects the privacy of students enrolled in distance education courses.
    a) FERPA: Piedmont Technical College protects the privacy of all students, including distance education students, through the strict adherence to the rules of the Family Educational Rights and Privacy Act of 1974 (FERPA). The official FERPA statement is available for student and public view through the College's website .

    b) **Student Number:** Piedmont Technical College issues each student an eight-digit Student Identification P Number at the time of initial registration. These student identification numbers become part of the unique identifier for all individuals throughout their academic journey at the College. The identification number and a password are required for students to access the LMS. The LMS is a secure virtual learning environment where faculty members supplement or facilitate traditional, online and hybrid courses. The PTC (D2L) Brightspace Privacy Statement is available.

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

d) **Secure Login and Password:** Each distance learning student enters his/her user ID and college system password into the College's single sign-on campus information portal, Pathway, to gain access to the LMS, (D2L) Brightspace. Student must change their passwords during the first logon and are encouraged to change their passwords frequently. Students are responsible for maintaining the security of their personal passwords.

e) Each distance education course requires a minimum of one proctored assignment/examination in order to validate student identity.

3. Piedmont Technical College does not charge additional fees associated with verification of student identity.

D. Training/Certification of Faculty

Ongoing faculty training and professional development activities support faculty developing and delivering Distance Education courses. The PROPEL Office coordinates Distance Education training and faculty support. Faculty training incorporates the following:

1. Technology and instructional trainings prepare faculty to develop and instruct distance education courses.

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

3. Adjunct faculty who teach distance education courses complete the same training as full-time faculty. Adjunct faculty who complete officially scheduled training sessions may receive compensation for the time spent in training. Full-time faculty may serve as online course mentors for adjuncts.

4. Faculty who teach courses delivered via the PEN complete a PEN certification course.

E. Faculty Office Hours and Loading

Full-time faculty who are teaching distance education courses must provide students with their office hour schedule.

F. Piedmont Education Network (PEN)

These guidelines for the development and delivery of PEN classes include the following:

1. The College provides instruction through video-conferencing technology between the seven campuses.

2. There are three delivery methods for transporting course materials to PEN sites. The primary or preferred delivery method is via the College's LMS. The secondary delivery method utilizes the PEN materials delivery form to allow electronic delivery of materials. A third option is through the college courier service.

3. The Student Evaluation of Instruction Survey, administered each semester, allows students to evaluate course instruction. Results of the surveys are accessible by the course instructor, Department Head/Academic Program Director and Academic Dean. The Department Head/Academic Program Director reviews the course and instructor performance to make a determination about continuance, modification, instructor re-assignment, training needs, or removal of the course from the distance format.

G. Evaluation and Assessment

1. Online/Hybrid courses are evaluated by the Online and Hybrid Quality Review Committee via the Online Quality Standards Rubric and data collected through the course evaluation process. The Dean receives the Committee's recommendations for course design improvements.

2. Student learning outcomes (SLOs) are common to all course sections regardless of the course delivery mode. Departments are encouraged to disaggregate by these data from these assessments by mode of course delivery to compare student success across course delivery modes.

3. College wide reporting applications provide enrollment, course evaluation, and course completion data. The Office of Institutional Research, Planning, and Effectiveness is available to assist faculty and staff with the use of the applications and with the retrieval and interpretation of the data obtained.