Committee 9 On-Line Education (Academics)
Approved Recommendations

1. Recommends that the university should invest in and require professional development for all distance education instructors, offering continued exposure to best practices in the development and delivery of online courses, as well as to federal, accreditation, and BOR standards.

2. Recommends that the university should define a certification process for faculty to be able to teach online. Faculty with significant prior online teaching experience—or verifiable comparable training—should have alternate paths to certification.

3. Recommends that distinct professional development and incentive options should be available for faculty who design and develop an online course.

4. Recommends that the direction and pace of the growth of distance education at GSU should result from a planning process in which administration, faculty, students, and staff have a role.

5. Recommends continuing Perimeter’s Online Programs for two-year students in the access college while undertaking initiatives to increase student success.

6. Recommends that the instructional method coding of courses in Banner should continue to follow the USG standards: “E” (“entirely at a distance”), “F” (fully at a distance), “P” (partially at a distance) and “H” (Hybrid).

7. Recommends that the instructional method in a given course should not be listed on a student’s transcript.

8. Recommends that instruction in distance education courses should demonstrate comparable quality to instruction in face to face courses, with rigorous expectations and assignments for which faculty assume primary responsibility.

9. Recommends that the university should keep comparative data on completion rates and DFW rates in online and face to face courses, by student level.

10. Recommends that wherever online general education courses exist at both the downtown campus and Perimeter, the disciplines at both campuses should meet to ensure that overlapping courses are aligned in terms of their learning outcomes and expectations.

11. Recommends that new online course descriptions and syllabi should be approved through regular department/college procedures, and new course templates should be reviewed by CII for adherence to university accessibility, security, and design standards.
12. Recommends that online course developers should consult with instructional technologists/designers at Center for Instructional Innovation (CII) to ensure compliance with accessibility and security standards, and incorporate best practices related to content design and delivery.

13. Recommends that the University should ensure continuous quality improvement and effectiveness of its distance education programs by instituting appropriate and specific processes of systematic course evaluation, student evaluation of instructor, student learning outcomes assessment, and academic program review.

14. Recommends that the university’s distance education programs should continue to comply with state authorization requirements for online students.

15. Recommends that the university should review and adjust existing policies and procedures that ensure Rehabilitation Act/ADA, student identity verification, and FERPA compliance in online courses with respect to the learning management system and online education technology, including third party vendors and services.

16. Recommends that the University Senate consider the most effective Senate mechanism by which to represent the interests and needs of distance education.

17. Recommends that the university explore the location and pricing of proctored testing for on-line proctored exams.

18. Recommends that students should be oriented to the LMS and support services; offered a means to self-assess the adequacy of their academic/technical/organizational skills for online learning; given course-embedded assessments of their online-readiness and progression; and advised as to their capacity to succeed in the online environment.