

## Guidelines for Teaching Distance Learning Classes

The instructor is expected to:

1. Evaluate and return graded assignments in a timely manner and provide feedback on assignment to facilitate student preparation of future assignments.
2. Give an explanation of the evaluation process.
3. Maintain a list of active resources and links to appropriate on-line resources within the course shell.
4. Keep a record of all graded activities in a secure, private, and accurate manner.
5. Respond in a timely manner to questions regarding the course or learning materials, within a 48-hour period on weekdays, daily during the first week of the term.
6. Monitor the discussion forum activities and provide direction when asked by the participants or as appropriate.
7. Design learning activities that promote CGCC core learning outcomes.
8. Where appropriate, encourage student-student collaboration and interaction.

## Distance Learning Course Design Review

Before CGCC develops an online or hybrid class, the Distance Learning and Instructional Technology Coordinator (DLITC) ascertains that the class has been approved by PCC. Faculty contracts for developing distance learning classes are proposed by Department Chairs and signed by the Instructional Director, Distance Learning and Instructional Technology Coordinator (DLITC) and Chief Academic Officer.

Before first term course is offered: Quality Matters standards will be used as a design tool in the development of distance learning classes. All distance learning classes will be evaluated using the Quality Matters standards by the Distance Learning Coordinator (DLITC) before the class is delivered. The DLITC will inform the department chair if the course does not meet standards.

After the course is offered for the second time, the instructor may request a review by QM peer reviewer. Instructors are encouraged to take Quality Matters peer reviewer training.

Each course will be evaluated every three years by a QM peer reviewer. The instructor may ask for a formal evaluation by a team of three faculty peer reviewers per QM review standards. A successful formal review results in a nationally publicized QM recognition of a quality course.