TOTAL FACULTY	185	%
Faculty Bike - Personal	11	5.95%
Faculty Carpool	18	9.73%
Faculty CARTA	14	7.57%
Faculty Drive Alone (car/suv/non-plug in hybrid)	127	68.65%
Faculty Grice Marine Shuttle	1	0.54%
Faculty Walk	11	5.95%
Faculty Electic Vehicle (plug-in)	3	1.62%

TOTAL STAFF	214	%
Staff Bike - Personal	5	2.34%
Staff Carpool	21	9.81%
Staff CARTA	30	14.02%
Staff Drive Alone	149	69.63%
Staff Grice Marine Shuttle	0	0%
Staff Walk	9	4.21%
Staff Electric Vehicle	0	0%

TOTAL EMPLOYEES	399	%
Employee Bike - Personal	16	4.01%
Employee Carpool	39	9.77%
Employee CARTA	44	11.03%
Employee Drive Alone	276	69.17%
Employee Grice Shuttle	1	0.25%
Employee Walk	20	5.01%
Employee Electric Vehicle	3	0.75%

TOTAL STUDENT	413	%
Student Apartment Shuttle	5	1.21%
Student Bike - CofC	2	0.48%
Student Bike - personal	40	9.69%
Student - carpool	20	4.84%
Student - CARTA	32	7.75%
Student - drive alone	197	47.70%
Student - Grice Marine Lab	2	0.48%
Student - Walk	114	27.60%
Student - Rideshare	1	0.24%

Spring 2017

College of Charleston Bike Parking Assessment

Logan Johnson: Bike Share Coordinator

Office of Sustainability

Spring 2017

COLLEGE of CHARLESTON

Contents

Summary

The 2017 bike parking assessment was conducted to assess the current availability of bicycle parking across the College of Charleston campus and to analyze the effectiveness of the color scheme implemented in August 2016. Additionally, it was meant to offer future suggestions based on gathered data and the past information provided by previous bike parking assessments or other relevant sources. Two transportation initiatives that are stated in the college's 2012 Master Plan are, "support the use of sustainable transportation through policies and incentives and to create a connected multi-modal infrastructure regionally and locally" (Campus Mater Plan College of Charleston., 2012). The College of Charleston is striving to build and offer additional parking infrastructure for those who use alternative transportation and further working towards policies that encourage the use of alternative transportation.

This assessment is to gain a current perspective on the availability of bike parking across the campus. Of the 18% of students that indicated, in the 2013 Campus Commuter Report, that they only use alternative transportation, 10% only walk, 3% only bike, and 5% use a combination of walking and non-motorized transportation (Aaron Holly, 2017). Although this may seem to be a small percentage of the student body, there are certain areas of campus in which more bicycle parking is needed or parking infrastructure needs to be allocated differently.

In their 2016 national rankings, bicycling.com rated Charleston the number one worst city in which to cycle (Dille, 2016). The addition of Gotchabike in May of 2017, a city-wide smart bike share program, could mean more individuals biking in downtown Charleston (O'Quinn, 2017). Because of the potential for additional cycling injuries, this assessment furthermore analyzes the increasingly more prevalent issues of cycling safety and bike parking congestion around the College of Charleston campus. With the increasing number of individuals utilizing alternative transportation and bicycles it is important to review and acknowledge the transportation initiatives

stated in the 2012 Master Plan to ensure that the College is taking this emerging threat seriously and that sustainable transportation initiatives are being pursued.

In 2013, the College of Charleston's Office of Sustainability established carbon neutrality as part of its Sustainable Action Plan. (Aaron Holly, 2017). With this goal in mind, CofC can help promote this goal with some of the actions and recommendations explained in the 2015 CofC Bike Parking Assessment and the 2017 CofC Campus Bike Parking Assessment. Through past assessments and concerns, the Office of Sustainability, Public Safety, Grounds, Housing and Residence Life, Fire and EMS, the Honors College, and New Student Programs continue to search for short and long-term solutions to the identified problem areas around campus (Holly, 2015).

Introduction

This assessment was carried out over the course of the Spring 2017 semester and will continue to be refined over the Summer 2017 semester. The overall purpose of the 2015 CofC Bike Parking Assessment was to analyze the target areas around campus that had a large amount of bicycle parking congestion, to offer further suggestions on more sustainable bicycle parking infrastructure and to explore ways to increase safe bicycle use (Holly, 2015). Because the College of Charleston is situated in the heart of downtown Charleston, it plays an integral part in the infrastructure and implementation of sustainable transportation alternatives. As of 2017, the College of Charleston has approximately 11,294 students enrolled (At a Glance, 2017). The 2013 report stated that 18% of the individuals that responded to the survey primary used non-motorized transportation to commute to campus. However, most of the individuals who do use non-motorized transportation (bike or walk) are students (Aaron Holly, 2017). This is primarily because faculty and staff do not live near the college, which means a majority of them use motorized transportation to commute (Aaron Holly, 2017). The 2011 Campus Transportation Study indicated that 41% of students commute to campus either by walking or biking; however, only 5% of students exclusively bike to campus. (Brian Fisher, 2011). As indicated, students are the primary group of individuals commuting to campus via bike, thus utilizing the bike racks across campus.

With more alternative transportation options being offered, such as the addition of Gotcha bikes in May, several problem areas with high bike parking congestion have been observed. The 2015 Bike Parking Assessment indicated that the block of campus including Berry and McAllister residence halls and the Bellsouth building and outside of JC Long is a highly-congested area. How an urban environment is built determines the methods of transportation that are encouraged which specifically effects non-motorized transportation (Rybarczyk, 2014). A conjecture could be made

that since the city of Charleston is a dangerous city in which to bike, extensive accommodations for non-motorized forms of transportation were not planned for resulting in a lack of safety and convenience of those methods of travel. However, the encouragement and implementation of alternative transportation such as Gotcha bikes and other bike shares have shown a decrease in the number of fatalities or injuries of cyclists (Fishman, 2016). Encouraging initiatives that promote non-motorized travel has the potential to continue an increase in safety for cyclists and pedestrians with the additional benefit of a decrease in the amount of emissions.

Overview of Bike Parking Infrastructure

There are currently 203 bicycle racks owned by both the College of Charleston and the City of Charleston that are dispersed around campus, with an estimated 1570 bike parking spaces for individuals. This number does not include bike racks inside residence halls. There is some bicycle parking that is provided by the City of Charleston, such as the designated bike parking in the George Street parking garage and other racks on the outskirts of campus. The College of Charleston and the surrounding campus has a variety of bicycle racks available which includes styles like comb, corral (inverted U-rack), wave, T-rack, wall racks, unconventional racks and ceiling racks (appendix 6).

An updated map of all the bike racks on campus is provided (Bike Rack Map). Figure 1 provides information about the bike racks that are offered around campus and the area surrounding campus. The waypoints were collected over the course of the Spring 2017 semester using etrex Legend H GPS. A waypoint was taken above each bike rack and then a picture was taken of the bike rack. While the waypoint and image were taken, the ownership of the rack, type, condition, location, and available spaces were recorded for each rack in a corresponding excel spreadsheet. Google maps was used to create an interactive map of all the available bike racks, which is on the bike.cofc.edu website. Google maps was used because of its convenience as it is free to use and presents a user friendly interactive map. In addition to the waypoints being uploaded in a Google map, a correlating picture and all the other information recorded in the Excel document were recorded for each waypoint (Bike Racks on CofC Campus). For a further depiction of the available bike racks around campus, the City of Charleston offers an interactive map of bike racks downtown at http://gis.charleston-sc.gov/interactive/bike/. The city's interactive map was a guideline for the information recorded for this assessment (City of Charleston Interactive bike map, n.d.).

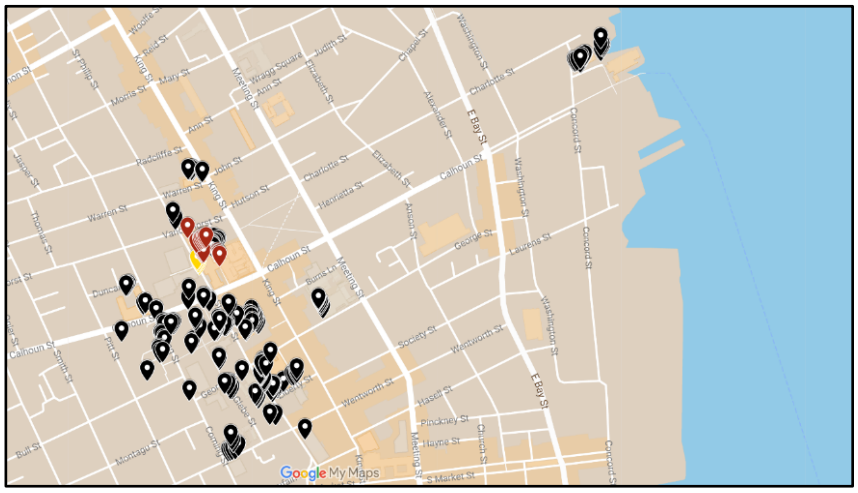

Figure 1. Google map with all the waypoints collected using the personal GPS

Two types of racks that CofC does not own, but can be found near campus, are the wall hooks and the ceiling hooks in the George Street parking garage seen in Figures 2 and 3. The Wall parking hooks make up 4% of the parking spaces available and ceiling hooks make up about 2% of the available bicycle parking around campus (reference appendix 1).

Figure 2. The bike hooks are in the George Street Parking Garage. These bike hooks are not being utilized now

Figure 3. The ceiling bike hooks are in the George Street Parking Garage, but are not utilized and are obstructed

Analysis of Bike Racks on Campus

The Association of Pedestrian and Bicycle Professional's recommend a corral style rack because it offers two points of contact when the bike is locked to the rack (Professionals, 2015). In addition, they further state that a bike rack, to perform correctly, must make these 5 accommodations: supports the bike in an upright position without any tension on a wheel, accommodates a variety of bicycles, the locking of the frame is possible with the addition of the availability of the use of a U-lock, the bike rack will last the appropriate time period for the intended purpose and the intended use of the rack is easy to understand by first time users (Professionals, 2015). While there are only a few unconventional racks on campus, the racks behind the Education Center (Table 1) do not offer optimum parking conditions, as stated in the APBP's Essentials of Bike Parking (Professionals, 2015). Placement of more bike racks is key to offering convenient bicycle parking and sustainable availability of those racks for future use (Van der Spek S.C., 2015). Although it may be unrealistic to enforce and practice such placement guidelines on a large scale in downtown Charleston, the placement of future bike racks can be enforced to allow for more convenient use of them and integrity of bike racks. (Dero a Playcore Company , n.d.). Furthermore, the League of American Bicyclists uses the 5 E's to promote safer and more sustainable bicycle infrastructure. These 5 E's are as listed: Engineering, Education, Encouragement, Enforcement and Evaluation (The League of American Bicyclists , n.d.) The 5 E's are a set of principles which encourage safer and more convenient cycling. In addition, these principles can be used to help identify problem areas or unsustainable cycling practices, whether that be safety or infrastructure (The League of American Bicyclists , n.d.). Using the principles presented by the 5 E's and those by APBP, the College of Charleston can use these principles in an effective action to encourage more alternative transportation. As seen with the bike rack color

scheme, there is also the possibility to enforce bike parking in high congestion areas around campus.

As indicated in the 2015 CofC Bike Parking Assessment, the block of campus that includes the Bellsouth building, Berry and McAllister Residence Halls was a high congestion area that was of concern (Holly, 2015). To alleviate this congestion and decrease the number of illegally parked bicycles in this block campus, Aaron Holly, author of the 2015 CofC Bike Parking Assessment, suggested that the bike racks outside of the Bellsouth building be designated for use by commuters (Holly, 2015). As seen in figures from the earlier assessment, many bicycles were crammed into the racks in front of the Bellsouth building and bikes were illegally parked on rails in between the Bellsouth building and the St. Philip Parking Garage. Public Safety indicated that while the bikes were being illegally parked, they also posed an issue for campus vehicles as they obstructed the area in between the two buildings (Holly, 2015). It was believed that residents of Berry Residence Hall were using the bike racks as long-term bike parking because Berry Residence Hall had limited bicycle parking which was not easily accessible. Individuals from Grounds, Housing and Residence Life, The Honors College, New Student Programs, Fire and EMS and Public Safety, including the Office of Sustainability, discussed the implementation of the bicycle rack color scheme.

Part 1: Implementation

As indicated in Figure 5, the area impacted by the implementation of the bike rack color scheme was that of the front of the Bellsouth building and Berry and McAllister Residence Halls. The color scheme consisted of three colored racks: gold for commuters, maroon for residents and black for general parking. This project also addressed the suggestion made by Aaron Holly to increase the amount of signage around campus to indicate commuter parking or other bicycle

parking (Holly, 2015). The bike racks outside of the Bellsouth building were all painted gold and were designated as commuter parking. In conjunction with signs to indicate residential parking, bike racks were painted maroon. Racks painted maroon were placed in Zones 2 and 4. Zone 4 was designated as strictly for use by residents of Berry Residence Hall in hopes to accommodate for the re-allocation of parking. Two different kinds of signs were placed near these bike racks (reference appendix 4) to help designate and enforce the bike rack color scheme: one gold (commuters) and the other maroon (residents). While about 1170 students live in both Berry and McAllister Residence, the number of bicycle parking spaces indicated to be outside of Bellsouth was less than 72 spaces (Holly, 2015). After the implementation of the project, 6 gold racks were placed outside of Bellsouth to allow for 45 parking spaces. Although this was a decrease in the number of parking spaces, the commuter racks were to act as short-term parking in which allows for more individuals commuting to that particular area of campus to park their bike more often. One gold rack and 6 maroon racks were added between McAlister and Berry, which added roughly 6 commuter spots and about 45 resident spots. Fifteen black racks were added to the area including the courtyard by New Student Programs, which added roughly 110 general spaces. Four maroon racks were designated to the covered alcove (Zone 4) to allocate roughly 30 parking spaces to Berry residents. In the beginning of the summer

Figure 4. Block of campus that the bike rack color scheme was implemented in

of 2016, all 34 bike racks were moved to P-lot on the College and Charleston campus where they were painted: six racks were painted gold, 15 were painted black and 10 were painted maroon. After being painted the racks were moved back into place with the help of the Grounds Department.

Part 2: Effectiveness

Starting the beginning of the Spring 2017 semester, the College of Charleston Public Safety Department has stepped up efforts to enforce the commuter rack rules and the congestion outside of Bellsouth. A potential survey is to be sent out to students in Berry and McAllister residence halls later in time to obtain further information about whether there has been a change to congestion levels. One challenge for this project was coming up with a reasonable method to enforce parking on the commuter rack to keep individuals from leaving their bikes locked up to the racks as the intended purpose was meant to be for only short-term parking. To combat this challenge, Public Safety implemented a few preventative measures. According to Kim Reetz, an administrative specialist with Public Safety at the College of Charleston, public safety officers would cut the locks to any bikes left on any racks overnight and would confiscate the bikes (Reetz, 2017). In addition to cutting locks, officers were also "booting" bikes with a U-lock and leaving instructions for the affected individuals to report Public Safety. At Public Safety, bike owners are then informed of the bike rack color scheme and are asked to remove the offending bike (Reetz, 2017). According to Corporal L Williams of Public Safety, as stated by Kim Reetz, it has not been uncommon to confiscate 5 to 6 bikes a night and for 10 to 15 bicycle owners to be contacted by Public Safety and asked to remove their bikes (Reetz, 2017). From these qualitative observations, a conclusion can be made that the bike rack color scheme has alleviated some of the congestion that was initially

Figure 5. Before implementation of the bike rack color scheme

Figure 6. After the implementation of the bike rack color scheme

reported. While bike parking has been alleviated in front of Bellsouth, as can be seen in Figures 5 and 6, additional bike racks needed to be relocated to the courtyard outside the front of Berry Residence Hall. The number of bike racks initially placed in this area is not enough to compensate for the number of bikes as indicated in Figures 7 and 8. As of Spring 2017, it has been noted that some bikes are being locked to trees, benches, and light posts. It should be recommended to add an additional bike rack in Zone 5 to allow bikes to be parked on bike racks instead of being parked illegally in other places. It should be noted that the reallocation of parking in this block of campus and the enforcement efforts by Public Safety has stopped bikes from being parked on the rail between Bell South and the Saint Philip parking garage. Overall, the bike rack color scheme has alleviated some of the parking congestion in the area and has allowed faculty, staff, and students the convenience of short-term parking at Bellsouth though more bike racks are needed.

Figure 7. Bike parking in Zone 5

Figure 8. Bike parking in zone 5 and illegally parked bikes

Discussion

From the information provided from Public Safety about the number of bikes that have been removed and as seen in the photos taken from Spring 2015 and Spring 2017 of the parking in the front of Bellsouth (Figures 5 and 6), there has been a decrease in bike parking congestion in this area. The intention of the commuter rack was for short-term bike parking. The addition of more bike parking, both long-term and short-term, has resulted in more individuals riding bikes more often and a decrease in the amount of illegally parked bikes (Van der Spek S.C., 2015). The addition of such parking allows for more forms of alternative forms of transportation, more convenience, and easier access to bike parking within an area (Pucher, 2010). In addition, an increase in bicyclists and related infrastructure causes motorists to notice the increase in cyclists on roads, which in turn increases the concern for safety and has the potential to bring the public together to push for safer conditions of cyclists (Pucher, 2010). The choices as to which courses of action that might be taken in the future depend on the existing infrastructure available for alternative transportation, whether there are restrictions on motorized transportation and whether the local community is supportive of change (Pucher, 2010). In addition to the bike rack color schemes other initiatives are being explored and implemented on the College of Charleston campus.

Figure 9. Inverted U-rack is the latest bike rack being installed on campus

For instance, inverted U-racks have been installed in a couple places on campus. Two of these bike racks have been installed behind the Jewish Studies building on campus (Figure 9). Dero, a bike rack manufacturer, suggests that bike racks be placed 24 inches away from a wall, 3

feet in between each other, and 8 feet away from the street or placed 3 feet from the street and 6 feet for a walkway on the other side (Dero Corportation , 2015). While placement of bike racks is important so are is the material, which these racks are available in a PVC coating or a thermal plastic coating (Dero Corportation , 2015). Dero supports and sells these types of rack coatings as last longer than racks that are powder coated or other alternatives (Dero Corportation , 2015). In addition, this type of bike rack was indicated to be the best choice of bike rack to transfer out with older racks, as replacements are needed, in the 2015 CofC Bike Parking Assessment (Holly, 2015). The assessment conducted in the Spring 2017 semester concluded that a total of 3 bike racks were in a condition in which the bike rack needed to be replaced. Furthermore, 163 of the 203 bike racks on campus are not sheltered and 45 racks show significant rusting due to a loss of paint. For a future course of action, this type of rack offered by Dero could be purchased to replace 5 racks in the worst condition on campus every year. Making such a transition to a bike rack of higher quality, longer lasting and more convenience to cyclists, alternative transportation initiatives such as these could be encouraged on CofC's campus.

To further promote and continually seek advancements towards the college's goals for transportation, other problem areas can be investigated such as the area outside of JC Long. This area was indicated as a problem area in the 2015 CofC Bike Parking Assessment. In addition, a proposal was put forth to add additional bike parking outside the JC Long building next to St. Philip street however, the project was pushed back because of the overall cost being too much (Sustainbility, 2015). Although this project was set aside, this area of campus persists to have many

bikes that are illegally parked and a large amount of congestion. In the future, this project should be re-evaluated with a lesser cost to possibly offer another initiative to decrease bike parking congestion. By offering more bike parking in critical areas a decrease in the amount of illegally parked bicycles has been observed (Van der Spek S.C., 2015). This project was also going to meet the U.S Green Building Council for LEED, which if revisited can also help CofC move towards its goals of encouraging more alternative transportation (U.S. Green Building Council , n.d.). Sustainable and alternative transportation initiatives such as the bike rack color scheme, introduction of a city-wide bike share program and a change in bike parking infrastructure are all ways in which the College of Charleston are ways that it has been pushing to achieve its initial goals stated in the 2012 Master Plan.

Figure 10. Bicycles being parked on trees outside of JC Long

It is important to keep in mind that the data collected from Spring 2017 semester does not include any of the bike parking that is within the residence halls on CofC's campus. In the future, this information could give a more accurate depiction of the parking availability for students on campus. In addition, any qualitative data, such as interviews, with public safety could be of use to validate the effectiveness of the bike rack color scheme. While the qualitative data from public safety would be useful a survey that could be sent out the residents of Berry and McAllister Residence Halls would be valuable information. This could possibly show how many individuals know about the color scheme, encourage alternative transportation or offer any knowledge on the use of the racks. A sample of the survey that could be sent out in the future is provided in appendix

4. These suggestions could have the potential to gain information to further transportation initiatives on campus and the surrounding Charleston community.

Conclusion

With the current efforts and encouragements towards more alternative transportation on the College of Charleston's campus and the surrounding community the college's transportation goals of "support the use of sustainable transportation through policies and Incentives and to create a connected multi-modal infrastructure regionally and locally" can be continually worked towards (Campus Mater Plan College of Charleston., 2012). The addition of more bike share programs and more parking can help to increase cycling safety, economical boosts and an increase in alternative transpiration in target areas (Bullock, 2017). As seen in a test trial in Dublin, Ireland the introduction of more alternative transportation and infrastructure (such as bike shares) can lead to economic growth in small businesses, increases in cycling safety and a higher use of non-motorized transportation (Bullock, 2017). Such encouragement is being made through the implementation such as the bike rack color scheme, the launch of Gotcha bike's bike share in downtown Charleston and further efforts in providing more bike parking, are all efforts to help the College of Charleston to reach a point that would qualify for both the standards of The Professionals Association of Bicycle and Pedestrian Professionals and the LEED certification with the U.S. Green Building Council.

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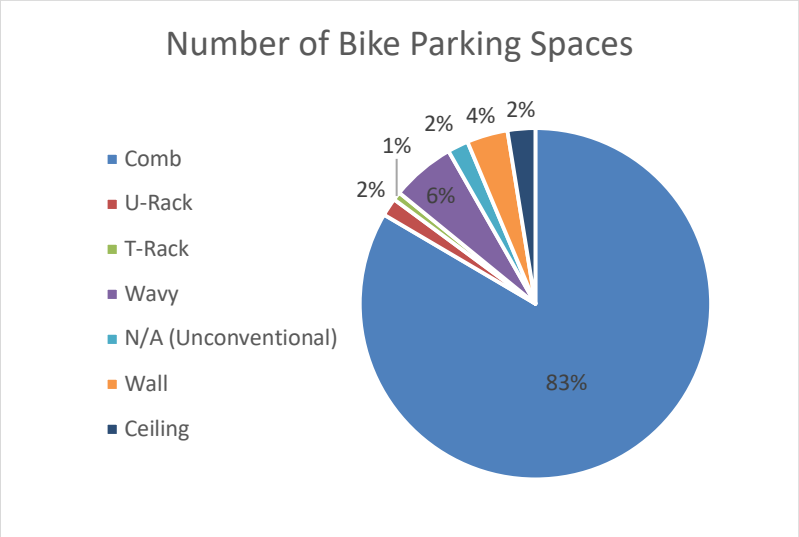
Appendices

Appendix 1: Percentage of Parking Spaces According to Type of Rack



Appendix 2: Email from Public Safety About Bike Parking

Hi Logan

I wish I had more accurate information for you, but unfortunately we didn't document the information. I contacted Corporal Lamar Williams who was directly involved in the removal of many of the bicycles.

Per Corporal L Williams, he feels there were truly only 5 or 6 bicycles where we cut the lock and confiscated the bicycle. However, through the school year, Corporal L Williams and some other officers continuously gathered information from any registered bicycles that were left overnight on the yellow "commuter" racks and he or someone else from Public Safety would call and/or email the bicycle owner to request they remove their bicycle. This was a continuous process so it would be difficult to give an accurate number, but early on in the semester, it was not uncommon for 10-15 registered owners to be notified that they must remove their bicycles each week. Along with this process, officers would "boot", using a department U-bolt lock, any bicycles on the rack that were not registered. The boot had labeling notifying the owner to come to Public Safety for assistance. The process of placing the boot on the bicycle was very successful for two reasons. First, it required the bicycle owner to come to Public Safety so we could explain the rules of the commuter rack and second, it also gave us the opportunity to mandate the bicycle be registered.

As the year/semester progressed, the number of bike owners notified dropped significantly as more students understood the rules of the bike rack.

I hope this helps. If you have any other questions, please ask, I will do my best to get an answer for you.

Kim Reetz

Department of Public Safety
Office of the President
89 St. Philip St.
843-953-4980

Appendix 4: Flyer for Bike Rack Color Scheme

Project Details

- Bike congestion near the Bellsouth building has historically prevented many people from being able to park . We hope this system eases congestion and creates more available parking spots.
- We will be evaluating this system throughout the Fall 2016 semester and modifying it as needed. Throughout this process we welcome your thoughts and input.

- The images to the left depict the signage posted in Zones 1-5. Maroon signs designate residential parking, while golden signs designate commuter parking.

Parking Enforcement

- Bikes parked illegally will be removed and stored by Public Safety. If your bike is confiscated or missing please report it to Public Safety, located at 89 Saint Philip Street.

Additional Information

- Residents of McAlister Residence Hall are encouraged to park on one of the 14 bike racks located in the first floor courtyard.
- Please remember to register your bike with Public Safety! Registering your bike is one of the best ways to recover it if it is stolen.

COLLEGE of CHARLESTON
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Bicycle Parking

The five zones in the above figure show the location of commuter, resident, and general bike parking.

Bicycle Rack Colors

Resident Parking - *Maroon*

All residents of McAllister and Berry resident halls are permitted to park on maroon racks.

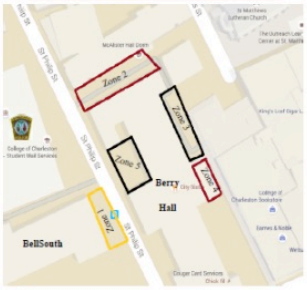
Commuter Parking - *Gold*

All individuals that commute from off campus are permitted to park on golden racks.

General Parking

All individuals are permitted to park on any rack that is not maroon or golden.

Bicycle Parking



Zone 2

This zone is designated for residents of Berry and McAllister Residence Halls.

# of spaces ~ 40 residential and 5 general use

Zone 4

This zone is designated for the residents of Berry Residence Hall.

# of spaces ~ 30 residential

Zone 1

This zone, directly in front of BellSouth, is designated for commuters only.

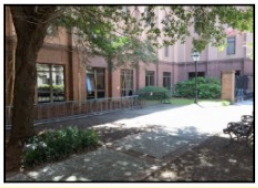
# of spaces ~ 40 commuter

Zone 3

This zone is designated for general bicycle parking. Anyone is allowed to park in this area.

# of spaces ~ 110 general use

Zone 5



The courtyard near the entrance to Berry is designated for general parking.

# of spaces ~ 25 general use

Appendix 5: Link to map and Questions for Survey

The link to the google map created with every bike rack on the College of Charleston Campus.

(https://drive.google.com/open?id=1kpZ9U8Q4aV18wSup_9EuEtyC8PE&usp=sharing)

Possible Survey Questions:

Are you aware of the color scheme for bike racks found near Berry and McAlister Residence Halls?

Please indicate the color used to indicate "commuter parking". (Gold, Maroon, Black etc.)

Please indicate the color used to indicate "residential parking". (Black, Gold Maroon, etc.)

Are you a resident of Berry or McAlister Residence Hall?

If you are a resident of Berry or McAlister Residence Halls, do you believe that there is an adequate amount of bike parking?

How often do you ride a bike in Charleston?

If you cycle to campus, do you believe that there is an adequate amount of bike parking in the block of campus that includes the Bellsouth building and Berry and McAlister Residence Halls?

A link to the google survey is provided here.

Appendix 6: Categories of Bike Racks on Campus

Image of Rack	Type of Rack and Description
	The comb rack is the most common type of bicycle rack that is found on campus and make up about 83% of the total number of racks.
	The wavy rack makes up 6% of the number bike parking spaces. The Association Pedestrian and Bicycle Professional's sys that these racks are not user friendly as they only support the bike on only on one frame (Professionals, 2015).
	The inverted U-rack has become increasingly popular as the City of Charleston installed them along King Street. These bike racks make up % of the available parking spaces. Two of these racks were recently installed next to Marty's Place at the Jewish Studies Center.
	The T-rack also makes up 1% of parking spaces. The APBP says that these types of racks are less prone to individuals parking bikes improperly, such as parking a bike perpendicularly across a corral kind of rack.
	This unconventional rack along with the others that are outside of 66 George street make up about 2% of the number of parking spaces. These bike racks are problematic because bicycles can be parked perpendicular on the racks preventing anyone else from parking on them.
	These unconventional racks are outside of 66 George street and along with the others behind the Education Center make up about 2% of the number parking spaces.

Appendix 7: Data Regarding Bike Rack Location Spring Semester of 2017

Waypoint	Latitude	Longitude	Type	Ownership	Rack Condition (1-4)	Location	Shelter	Spaces
1	32.7845792	-79.939751	Comb	Cofc	2	Front of ssmb	No	8
2	32.7844574	-79.93972	Comb short	Cofc	2	Front of ssmb	No	12
3	32.7845613	-79.939747	Wavy	Cofc	2	Front of ssmb	No	6
4	32.7852384	-79.940245	Comb	Cofc	3	Back of ssmb	No	12
5	32.7852208	-79.940283	Comb	Cofc	1	Back of ssmb	No	8
6	32.7852262	-79.940294	Comb	Cofc	2	Back of ssmb	No	8
7	32.7846169	-79.93943	Comb	Cofc	1	In front of library	No	8
8	32.7846012	-79.939416	Comb	Cofc	1	Front of library	No	8
9	32.7842838	-79.939227	Wavy	Cofc	2	Side of lib. Coming	No	4
10	32.7842726	-79.939216	Wavy	Cofc	2	Side of lib. Coming	No	4
11	32.784238	-79.939186	Wavy short	Cofc	2	Side of lib. Coming	No	2
12	32.7840082	-79.93931	Comb	Cofc	1	Back of lib	No	8
13	32.7840101	-79.939291	Comb short	Cofc	3	Back of lib	No	5
14	32.7839956	-79.939235	Comb	Cofc	2	Back of lib	No	8
15	32.7839865	-79.939244	Comb	Cofc	2	Back of lib	No	8
16	32.7838945	-79.939187	Comb	Cofc	2	Back of lib	No	8
17	32.7838538	-79.93917	Comb	Cofc	2	Back of lib	No	8
18	32.7836459	-79.939353	Comb	Cofc	2	Back of lib	No	8
19	32.78362	-79.939345	Comb	Cofc	2	Back of lib	No	8
20	32.783554	-79.939316	Comb	Cofc	3	Back of lib	No	8
21	32.7835726	-79.939225	Comb	Cofc	2	Back of lib	No	8
22	32.7840777	-79.940452	Comb	Cofc	3	Outside of multicultural center	No	8
23	32.7831153	-79.939701	Comb	Cofc	2	Behind 24 bull	Yes	8
24	32.7826671	-79.938265	Comb	Cofc	2	In grounds department	No	3
25	32.7811014	-79.937252	Comb	Cofc	2	Front of McConnell	No	8
26	32.7811207	-79.937219	Comb	Cofc	2	Front of mconnel	No	8
27	32.7811419	-79.937185	Comb	Cofc	2	Front of McConnell	No	8
28	32.781162	-79.937169	Comb short	Cofc	2	Front of McConnell	No	8
29	32.7812874	-79.936986	Comb	Cofc	2	Front of McConnell	No	8
30	32.7814183	-79.937131	Comb long	Cofc	2	Behind political science building	No	11
31	32.7814375	-79.937125	Comb	Cofc	2	Behind political science building	No	8
32	32.7814997	-79.937192	Comb	Cofc	2	Behind political science building	No	8
33	32.7826619	-79.937193	Comb	Cofc	2	Behind stern	No	8
34	32.7826588	-79.937221	Comb	Cofc	2	Behind stern	No	8
35	32.7827814	-79.937243	Comb	Cofc	2	Behind stern	No	8
36	32.7827732	-79.937295	Comb	Cofc	2	Behind stern	No	8
37	32.7827809	-79.937288	Comb	Cofc	2	Behind stern	No	8

38	32.7827925	-79.937377	Comb	Cofc	2	Behind stern	No	8
39	32.7833874	-79.93754	Comb	Cofc	2	Next to cistern	No	8
40	32.7834289	-79.937561	Comb	Cofc	2	Next to cistern	No	8
41	32.7838643	-79.9383	Comb	Cofc	2	Next to sotille house	No	8
42	32.7837889	-79.938346	Comb	Cofc	2	Next to sotille house	No	8
43	32.7837867	-79.938371	Comb	Cofc	2	Next to sotille house	No	8
44	32.7841675	-79.93813	Comb	Cofc	2	Next to sotille house	No	8
45	32.7843529	-79.938246	Comb	Cofc	2	Next to sotille house	No	8
46	32.7844239	-79.938269	Comb	Cofc	2	Next to Buist and Rutledge	No	8
47	32.7842794	-79.938883	Comb	Cofc	2	Next to Buist and Rutledge	No	8
48	32.7842818	-79.938934	Comb	Cofc	2	Next to Buist and Rutledge	No	8
49	32.7842732	-79.938968	Comb	Cofc	2	Next to Buist and Rutledge	No	8
50	32.7848881	-79.938477	Comb	Cofc	2	Next to Buist and Rutledge	No	8
51	32.7851451	-79.938443	Comb	Cofc	2	Outside of Calhoun Annex	No	8
52	32.782001	-79.935866	U	Cofc	1	Ally next to Jewish studies	No	8
53	32.782024	-79.936026	U	Cofc	1	Behind Jewish studies building	No	6
54	32.7824461	-79.936389	N/A	Cofc	2	Behind Ed. Bld	No	4
55	32.7824585	-79.936406	N/A	Cofc	2	Behind Ed. Bld	No	4
56	32.7824853	-79.936437	N/A	Cofc	2	Behind Ed. Bld	No	4
57	32.7825276	-79.936467	N/A	Cofc	2	Behind Ed. Bld	No	4
58	32.782052	-79.934971	Comb	City of Charleston	2	Wentworth parking garage	Yes	8
59	32.7826694	-79.935801	Comb	Cofc	2	Outside of JC Long	No	8
60	32.7827178	-79.935792	Comb	Cofc	2	Outside of JC Long	No	8
61	32.7828392	-79.935625	Comb	Cofc	2	Outside of JC Long	No	8
62	32.7829882	-79.935383	Comb	Cofc	2	Outside of business and economics	No	8
63	32.7829986	-79.935316	Comb short	Cofc	2	Behind liberty dining hall	No	4
64	32.7830892	-79.93526	Comb	Cofc	2	Liberty dining hall	No	8
65	32.783083	-79.935269	Comb short	Cofc	2	Behind liberty dining hall	No	4
66	32.7830903	-79.93528	Comb	Cofc	2	Behind liberty dining hall	No	8
67	32.7826355	-79.935846	Comb	Cofc	2	Behind liberty dining hall	No	8
68	32.7826659	-79.93595	Comb	Cofc	2	Next to Ed. Bld.	No	8
69	32.7827093	-79.936063	T	Cofc	2	Front of liberty dining hall	Yes	2
70	32.7827101	-79.936065	T	Cofc	2	Front of liberty dining hall	Yes	2
71	32.782683	-79.936048	T	Cofc	2	Front of liberty dining hall	Yes	2
72	32.7826848	-79.936053	T	Cofc	2	Front of liberty dining hall	Yes	2
73	32.7828138	-79.936181	Comb	Cofc	3	Front of Ed. Center	No	8
74	32.7828419	-79.936208	Comb	Cofc	2	Front of Ed. Center	No	8
75	32.7828764	-79.936211	Comb	Cofc	3	Front of Ed. Center	No	8
76	32.7829753	-79.93628	Comb	Cofc	3	Front of Craig Rea. Hall	No	8
77	32.7829953	-79.936291	Comb	Cofc	2	Front of Craig Rea. Hall	No	8
78	32.7830044	-79.936301	Comb	Cofc	2	Front of Craig Rea. Hall	No	8
79	32.783215	-79.936421	Wavy	City of Charleston	2	George st. Parking Garage	No	4
80	32.7832196	-79.936417	T	City of Charleston	2	George st. Parking Garage	No	2

81	32.7832237	-79.936416	T	City of Charleston	2	George st. Parking Garage	No	2
82	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	7
83	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	8
84	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	9
85	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	7
86	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	6
87	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	6
88	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	9
89	32.7832168	-79.936404	Wall	City of Charleston	1	George st. Parking Garage	Yes	19
90	32.7832168	-79.936404	Ceiling	City of Charleston	1	George st. Parking Garage	Yes	40
91	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	12
92	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	6
93	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	6
94	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	12
95	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	12
96	32.7832168	-79.936404	Wavy	City of Charleston	1	George st. Parking Garage	Yes	12
97	32.7832317	-79.936993	N/A	Cofc	1	George st.	No	8
98	32.7831537	-79.935233	U	City of Charleston	1	George street outside Jimmy Johns	No	4
99	32.7831537	-79.935233	Comb	Cofc	1	George street apartments	No	8
100	32.7842426	-79.93635	Comb	Cofc	1	Cca	No	8
101	32.7843397	-79.936297	Comb	Cofc	1	Cca	No	8
102	32.7844051	-79.936284	Comb	Cofc	1	Cca	No	8
103	32.7844714	-79.936299	Comb	Cofc	1	Cca	No	8
104	32.7845571	-79.936359	Comb	Cofc	1	Cca	No	8
105	32.7846069	-79.936354	Comb	Cofc	1	Cca	No	8
106	32.7846739	-79.936355	Comb	Cofc	1	Cca	No	8
107	32.784714	-79.936384	Comb	Cofc	1	Cca	No	8
108	32.7845048	-79.936647	Comb	Cofc	1	Cca	No	8
109	32.7844794	-79.93661	Comb	Cofc	1	Cca	No	8
110	32.7844385	-79.936588	Comb	Cofc	1	Cca	No	8
111	32.7844221	-79.93658	Comb	Cofc	1	Cca	No	8
112	32.7843225	-79.936566	Comb	Cofc	1	Cca	No	8
113	32.7842893	-79.936556	Comb	Cofc	1	Cca	No	8
114	32.7841024	-79.936737	Comb	Cofc	1	Outside of Simmons building	No	8
115	32.7841139	-79.936749	Comb	Cofc	1	Outside of Simmons building	No	8
116	32.7841402	-79.936776	Comb	Cofc	1	Outside of Simmons building	No	8
117	32.7844388	-79.937023	Comb	Cofc	2	Outside of Simmons building	No	8
118	32.7844588	-79.937028	Comb	Cofc	3	Outside of Simmons building	No	8
119	32.7844751	-79.937019	Comb	Cofc	3	Outside of Simmons building	No	8
120	32.7842541	-79.93729	Comb	Cofc	2	Cougar mall	No	8
121	32.7842486	-79.937325	Comb	Cofc	2	Cougar mall	No	8
122	32.7842309	-79.937354	Comb	Cofc	2	Cougar mall	No	8
123	32.7842253	-79.937383	Comb	Cofc	3	Cougar mall	No	8

124	32.7841256	-79.937593	Comb	Cofc	2	Cougar mall	No	8
125	32.7841195	-79.937619	Comb	Cofc	2	Cougar mall	No	8
126	32.784124	-79.937656	Comb	Cofc	2	Cougar mall	No	8
127	32.7840976	-79.937681	Comb	Cofc	2	Cougar mall	No	8
128	32.7843338	-79.93753	Comb	Cofc	3	Cougar mall	No	8
129	32.7843642	-79.937555	Comb	Cofc	2	Cougar mall	No	8
130	32.784386	-79.937571	Comb	Cofc	3	Cougar mall	No	8
131	32.7843624	-79.937542	Comb	Cofc	2	Cougar mall	No	8
132	32.7843364	-79.937532	Comb	Cofc	3	Cougar mall	No	8
133	32.784832	-79.937843	Comb	Cofc	3	Cougar mall	No	8
134	32.7849427	-79.937994	Comb	Cofc	3	Cougar mall	No	8
135	32.784927	-79.938028	Comb short	Cofc	2	Cougar mall	No	4
136	32.7849248	-79.93802	Comb short	Cofc	2	Cougar mall	No	4
137	32.7847764	-79.937307	Comb short	Cofc	2	Kato Building st. Philip	No	4
138	32.7847918	-79.937357	Comb short	Cofc	2	Kato building st. Philip	No	4
139	32.7857706	-79.938133	Comb	Cofc	2	Bellsouth	No	8
140	32.7857718	-79.938131	Comb	Cofc	2	Bellsouth	No	8
141	32.7858008	-79.938127	Comb	Cofc	2	Bellsouth	No	8
142	32.7858194	-79.938128	Comb	Cofc	2	Bellsouth	No	8
143	32.7858513	-79.93814	Comb	Cofc	2	Bellsouth	No	8
144	32.7858757	-79.938173	Comb short	Cofc	2	Bellsouth	No	8
145	32.7859687	-79.938142	Comb	Cofc	2	Berry	No	8
146	32.7859651	-79.938162	Comb	Cofc	2	Berry	No	8
147	32.7859852	-79.938192	Comb	Cofc	2	Berry	No	8
148	32.7859763	-79.938177	Comb	Cofc	2	Berry	No	8
149	32.7859706	-79.93819	Comb	Cofc	2	Berry	No	8
150	32.7863836	-79.938259	Wavy	Cofc	1	McAlister	No	6
151	32.786444	-79.938149	Comb	Cofc	1	McAlister	No	8
152	32.7864679	-79.938117	Comb	Cofc	1	McAlister	No	8
153	32.7864926	-79.938091	Comb	Cofc	2	McAlister	No	8
154	32.7864942	-79.938046	Comb	Cofc	2	McAlister	No	8
155	32.7865153	-79.938024	Comb	Cofc	2	McAlister	No	8
156	32.7865194	-79.937998	Comb	Cofc	2	McAlister	No	8
157	32.7864029	-79.937701	Comb	Cofc	2	Alley between Berry and Lightsey	No	8
158	32.7863544	-79.937563	Comb	Cofc	3	Alley between Berry and Lightsey	No	8
159	32.7863452	-79.937597	Comb	Cofc	4	Alley between Berry and Lightsey	No	8
160	32.7862909	-79.937647	Comb	Cofc	2	Alley between Berry and Lightsey	No	8
161	32.7862876	-79.937689	Comb	Cofc	3	Alley between Berry and Lightsey	No	8
162	32.786258	-79.937767	Comb	Cofc	2	Alley between Berry and Lightsey	No	8
163	32.7862472	-79.937801	Comb	Cofc	2	Alley between Berry and Lightsey	No	8
164	32.7862418	-79.93776	Comb	Cofc	3	Alley between Berry and Lightsey	No	8
165	32.7862257	-79.937748	Comb	Cofc	4	Alley between Berry and Lightsey	No	8
166	32.7862049	-79.937734	Comb	Cofc	3	Alley between Berry and Lightsey	No	8

167	32.7861822	-79.937766	Comb	Cofc	2	Alley between Berry and Lightsey	No	8
168	32.7861454	-79.937689	Comb	Cofc	2	Alley between Berry and Lightsey	Yes	8
169	32.7862121	-79.937678	Comb	Cofc	2	Alley between Berry and Lightsey	Yes	8
170	32.7862196	-79.937663	Comb	Cofc	3	Alley between Berry and Lightsey	Yes	8
171	32.7861893	-79.937604	Comb	Cofc	2	Alley between Berry and Lightsey	Yes	8
172	32.7866668	-79.938466	Comb	Cofc	2	Outside of McAlister St. Philip street	No	8
173	32.7868731	-79.938854	U	City of Charleston	2	Outside of Kelly Reaidence Hall St. Philip street	No	2
174	32.7870473	-79.938923	U	City of Charleston	4	Charleston Water system	No	2
175	32.788105	-79.938391	Comb long	Cofc	2	Behind Warren Reaidence Hall	Yes	12
176	32.7881017	-79.93834	Comb long	Cofc	2	Behind Warren Reaidence Hall	Yes	12
177	32.788103	-79.93835	Comb long	Cofc	3	Behind Warren Reaidence Hall	Yes	12
178	32.7881026	-79.938378	Comb long	Cofc	2	Behind Warren Reaidence Hall	Yes	12
179	32.7881094	-79.938446	Comb long	Cofc	2	Behind Warren Reaidence Hall	Yes	12
180	32.7881296	-79.938473	Comb long	Cofc	2	Behind Warren Reaidence Hall	Yes	12
181	32.7880509	-79.938066	U	City of Charleston	3	Warren street	Yes	2
182	32.788057	-79.938051	U	City of Charleston	2	Warren street	Yes	2
183	32.782875	-79.934385	Comb	Cofc	1	Front of Harbor Walk building	No	8
184	32.782875	-79.934385	Comb	Cofc	1	Front of Harbor Walk building	No	8
185	32.782875	-79.934385	Comb	Cofc	2	Front of Harbor Walk building	No	8
186	32.782875	-79.934385	Comb short	Cofc	2	Front of Harbor Walk building	No	8
187	32.782875	-79.934385	Comb	Cofc	1	Front of Harbor Walk building	No	8
188	32.7910807	-79.926178	Comb	Cofc	2	Harbor walk back	No	8
189	32.7911736	-79.926095	Comb short	Cofc	2	Harbor walk back	No	4
190	32.7912009	-79.926115	Comb short	Cofc	3	Harbor walk back	No	4
191	32.7912048	-79.926171	Comb	Cofc	2	Harbor walk back	No	8
192	32.7914054	-79.926161	Comb	Cofc	2	Harbor walk back	No	8
193	32.7909665	-79.926631	Comb	Cofc	3	Harbor walk back	No	8
194	32.7909589	-79.926653	Comb	Cofc	2	Harbor walk back	No	8
195	32.79091	-79.926741	Comb	Cofc	2	Harbor walk front	No	8
196	32.7908917	-79.926774	Comb	Cofc	2	Harbor walk front	No	8
197	32.7847176	-79.934347	Comb	Cofc	2	Harbor Walk	No	8
198	32.7847531	-79.934487	Comb	Cofc	2	Student entrance for TD arena	No	8
199	32.7847963	-79.934512	comb	cofc	2	Student entrance for TD arena	No	8
200	32.7848262	-79.934535	comb	cofc	2	Student entrance for TD arena	No	8
201	32.7848537	-79.934575	comb	cofc	2	Student entrance for TD arena	No	8
202	32.7848738	-79.934588	comb	cofc	3	Student entrance for TD arena	No	8
203	32.7849078	-79.934587	comb	cofc	2	Student entrance for TD arena	No	8

COLLEGE of CHARLESTON

OFFICIAL DIVISIONAL POLICY
Academic Affairs Division

Policy on Distance Education

Contents

1.0 Mission Statement for Distance Education

The Distance Education Program provides leadership, coordination, management, and support to distance and online activities of the College of Charleston by collaboratively working across the college community. The program seeks to extend the College of Charleston campus across the state of South Carolina and beyond, provide an environment where learning can take place any time and any place, and share the knowledge and expertise of College of Charleston faculty to benefit society and support the economic vitality of South Carolina.[1]

[1] The development of the Distance Education Program and of the current policy was the work of the 2009 *ad hoc* Distance Education Committee; the 2012 *ad hoc* Distance Education Task Force; the membership of the Distance Education Steering Committee; the Deans; and various academic administrators in the Office of the Provost. Faculty and administrative contributors to this work have included Lancie Alfonso (Computer Science), Susan Beattie (Information Technology), David Desplaces (Management and Marketing), Beverly Diamond (Provost's Office), Jo Ann Ewalt (Political Science), Doug Ferguson (Communication), Melissa Ferrara (Communication), Janette Finch (Library), Lynne Ford (Office of the Provost), Kem Fronabarger (Geology), Sylvia Gamboa (Summer School), Godfrey Gibbison (North Campus), Beth Goodier (Communication),Karen Hakim-Butt (Health and Human Performance), Zach Hartje (Information Technology), Debby Jeter (Mathematics), Joe Kelly (English), Marie Manning (Teacher Education), Renee McCauley (Computer Science), Amy McCandless (Graduate School), Renee Mueller (Management and Marketing), Pamela Niesslein (Office of the Provost), Amy Ostrom (Information Technology), David Parisi (Communication), Bob Perkins (Teacher Education), Michael Phillips (Summer School), Aspen Olmsted (Computer Science), Sue Sommer-Kresse (Office of the Provost), Melissa Thomas (Center for Student Learning), Myra Whittemore (Assessment), and Robin Zemp (Music).

Distance education courses must comply with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation.* The relevant SACSCOC policy statements apply to both degree and certificate programs and the courses associated with those programs.

2.0 SACSCOC Definition of Distance Education

The following definition of distance education (hereafter, "DE") is provided in the SACSCOC Policy Statement on *Distance and Correspondence Education*: "For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous."[2] Additional information on the SACSCOC definitions for distance education and correspondence education is available in the most recent version of the SACSCOC Policy Statement on *Distance and Correspondence Education* and at sacscoc.org.

3.0 SACSCOC Principles of Accreditation for Distance Education

The College of Charleston (hereafter, "College") follows the principles and standards of SACSCOC, its regional accreditor, as published in the SACSCOC *Principles of Accreditation*, in the SACSCOC Policy Statement on *Distance and Correspondence Education*, and in such other relevant policy statements or accreditation standards as may be promulgated by SACSCOC.

Please note that the standards outlined in the SACSCOC Policy Statement on *Distance and Correspondence Education* have been adapted from the SACSCOC *Principles of Accreditation* specifically to address DE concerns. DE courses must adhere to both sets of standards.

4.0 Academic Responsibilities for Distance Education

4.1 Students

All new and continuing College of Charleston students are eligible for enrollment in DE courses for which course prerequisites have been met.[3] Each student, whether degree- or non-degree seeking, must meet the admission requirements for the College of Charleston and the approved prerequisites for the specific DE course. Students enrolled in DE courses are expected to have mastered the learning outcomes for the applicable prerequisite courses.

DE students are also governed by the College of Charleston *Student Handbook*, the *College of Charleston Undergraduate Catalog*, the *Graduate Catalog*, and all other student regulations at the College of Charleston (e.g., Honor Code, Code of Conduct). See the

[2] See the SACSCOC Policy Statement at http://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf, as last updated during July 2014.
[3] State Authorization restrictions may apply in certain cases.

College of Charleston *Student Handbook* at College Policy 13.1 on the policy website (policy.cofc.edu).

4.2 Faculty
Faculty who teach a class online must first complete the College's DE Readiness and Orientation course. Exceptions to this requirement must be approved in writing by the Provost and Executive Vice President for Academic Affairs (hereafter, "Provost") and with the recommendation of the relevant Dean.

A synchronous, three-credit-hour lecture class should meet for at least 2,100 minutes, just as a face-to-face class would meet. Additional information about the meaning of credit hours at the College of Charleston is available at College Policy 12.1.5, "Assignment of Credit Hours," published at policy.cofc.edu.

An asynchronous class must be sustained long enough for the students to complete the course in a reasonable amount of time. The course must adhere to the same standards of quality found in the traditional classroom and must result in collegiate-level learning outcomes appropriate to the rigor and breadth of the course (or to comparable courses) offered in a face-to-face setting.

Non-credit courses may carry time requirements, consistent with any applicable divisional or school policy and subject to the review and determination of the relevant Dean(s) or Provost.

Faculty teaching DE course sections must comply with all applicable College policies, including those concerning information security and the protection of student privacy.

4.3 Department Chairs and Program Directors
Department Chairs and Program Directors must approve the offering of DE course sections in the relevant unit. Chairs and Directors are responsible for ensuring that the online courses are clearly designated in all applicable software systems as online or other DE courses, in consultation with the Registrar.

4.4 Academic Deans
Academic Deans have oversight over DE courses taught in their schools, in consultation with the relevant Programs Directors, Department Chairs, and other Deans (e.g., Dean of the School of Professional Studies, Dean of the Honors College, Graduate Dean).

4.5 Director of Maymester/Summer Sessions
The Director of Maymester/Summer Sessions is responsible for enforcing the Summer School guidelines as they pertain to online and other DE courses, subject to the review and determination of the Provost.

4.6 Faculty Coordinator for eLearning and Distance Education
The Faculty Coordinator is responsible for enforcing Fall and Spring guidelines for

online and other DE courses and works closely with the Director of Maymester/Summer Sessions for summer courses.

4.7 Provost and Executive Vice President for Academic Affairs
The Provost is the final authority in setting academic policy and resolving academic disagreements concerning online and other DE courses. Certain matters of institutional policy may require consultation by the Provost with the General Counsel, the President of the College, and/or various standing and *ad hoc* faculty or administrative committees.

The Provost and all other academic administrators should be attentive to the relationship between expanded DE course offerings and College Policy 7.6.8, "Substantive Change."

5.0 Responsibilities for Distance Education Technology and Preparation

5.1 Student Expectations
As a condition of enrollment, students are expected to meet minimum proficiency requirements and possess a knowledge of DE course requirements, including operation of appropriate technology equipment (i.e., not merely a smartphone) and required technical skills. The student readiness survey is used to assess these competencies.

To enhance success in DE courses, students must demonstrate minimum competencies for effectively using technology tools and applications presented by faculty to access resource materials, to actively interact with faculty and other students and to produce required assignments.

5.2 Faculty and Instructional Strategies
Instructional strategies for DE are quite different from those strategies recommended by more traditional teaching models. Faculty colleagues who teach DE courses are expected to have a working knowledge of DE and the ability to design appropriate strategies and implement effective DE practices.

Faculty colleagues are expected to identify measurable learning outcomes and objectives that meet the goals of the DE course, consistent with the course description and learning outcomes approved by the Faculty Senate, and with the other professional responsibilities of the faculty. Faculty should also assure that the quality and quantity of student interaction with the professor and other students is comparable to traditional teaching methods. Attention should be given to the personalized faculty/student interactions that are characteristic of the College of Charleston.

5.3 Initial Faculty Training and DE Orientation
Faculty will attend, as mandated and/or as needed and available (prior summer, fall, and spring semesters), a training/orientation program to achieve mastery of selected technology tools that correspond to instructional outcomes and goals expressed in the needs assessment. Depending on funding, the following will be provided.

A $500 stipend (or such other stipend as is approved by the Provost) will be paid for participation in the required DE Readiness and Orientation course. Recommended topics include identification of teaching behaviors and learner outcomes, teaching selected technology tools that match desired instructional behaviors/outcomes, and comprehensive application of technology tools for specific DE courses. Individual or small group in-service sessions will also be provided for specialized/infrequent tool requests. These sessions will be offered during the semesters prior to the DE course being taught.

A technology needs assessment will match a faculty member's teaching objectives, goals, activities with technology tools/applications that can be supported by the College. Faculty will describe teaching objectives and corresponding student behaviors appropriate to the content and level of the course. Based on the results of the assessment, the DE Readiness instructor will recommend appropriate technology tools/applications that support the best practices of DE. Faculty are permitted to use other technologies, provided they do not require Division of Information Technology (hereafter, "IT") support or infrastructure beyond the scope of College IT standards, pose a risk to the network, or create the risk of a security breach for sensitive college data. Faculty electing to use technologies not supported by the College or IT assume all responsibility for student support and directed use of such technologies.

5.4 Additional DE Training

In addition to the DE Readiness and Orientation course, as described above, faculty also may apply for access, contingent on available funding, to financial support for additional DE Training and Course Demonstration activities. In such cases, a stipend may be paid for the demonstration of sound DE design and principles in the preparation of a course as a DE offering.[4]

The DE Training and Course Demonstration stipend is $1000 (or such other stipend as is approved by the Provost), payable at the completion of both the course preparation and the course quality rubric. A copy of the demonstration syllabus must be shared with the Faculty Coordinator for eLearning and Distance Education, prior to the registration of students in the relevant DE course section. The payment of such stipends is predicated on the prior acceptance of the initial or revised course-demonstration proposal, which shall be reviewed in light of criteria approved by the Provost.

Payment of such stipends also is contingent upon prior completion of the online DE Readiness and Orientation course, as described above. Payments only apply to demonstrations for regular catalog courses that are fully online (no less than 75 percent of class time). Furthermore, payment for any course demonstration involving a special-topics DE course is generally limited to one such payment per faculty member.

All demonstration stipends are intended to support the creation of specific course-level

[4] The stipend in this case is not paid for the development of Teaching Material, but for the development of specific faculty competencies related to DE instruction.

content resulting in actual course offerings, consistent with the College's faculty training goals and irrespective of course renumbering, renaming, or reconstitution. Such demonstration stipends, as described in this section, are an inducement to participation in faculty training and the development of certain faculty skills and do not create a work-for-hire relationship, unless the faculty colleague and the College agree in advance and in writing to such a relationship. However, as indicated in College Policy 9.1.13, ownership of all syllabi resides with the College.

5.5 Protection of Student Privacy

Faculty teaching DE courses are expected to protect student privacy. Specifically, faculty teaching such courses are expected (a) to use OAKS, the College's learning management system, to ensure security of student work and grades; (b) to use OAKS or the College's email system for all confidential communications (e.g., sharing of grade information); (c) to keep student work and grades confidential; (d) to keep passwords secure, to avoid sharing of passwords, and to instruct students and instructional support staff to keep passwords secure and to avoid sharing of passwords; and (e) to follow all applicable FERPA policies and procedures (see 7.4 below).

All College policies addressing student privacy and institutional security apply to DE courses. Faculty teaching DE course sections are expected to comply with these policies.

6.0 Class Size, Enrollment, and Faculty Compensation

Subject to the review and determination of the Provost and/or the relevant Dean, Department Chairs (or Program Directors) approve the scheduling of online and other DE course sections and bear responsibility for understanding all DE Policies and for proper coding of course sections.

Online courses are assumed to be wholly asynchronous unless specifically listed by the Registrar with dates and times for synchronous elements (e.g., live guest speakers, live group exams/presentations).

6.1 Course Conflicts

Online and other DE instructors may not use the syllabus to introduce assignments that potentially create conflicts with face-to-face courses. Unavoidable conflicts are always settled in favor of the face-to-face course, via make-up exams and alternative assignments.

6.2 Online Enrollment Limits

Enrollments in an undergraduate online course taught by an instructor for the first time will typically be held to approximately 20; enrollments in graduate online courses may be lower. Typically, with subsequent offerings of this course by the same instructor, the maximum enrollment in Fall and Spring semesters will increase to that normally set for face-to-face sections of the same course. A department or program whose faculty believes that online delivery requires lower-than-normal enrollments for one or more courses should propose a plan to the relevant Dean for accommodating the enrollment caps for

those courses within the overall instructional load.

7.0 Legal and Policy Issues

Like traditional, face-to-face classes, online and other DE courses also must be designed and delivered in accordance with certain legal and policy constraints and obligations. All web addresses listed below are subject to change.

7.1 TEACH Act and Use of Copyrighted Material

For specific information regarding the TEACH Act and Fair Use of copyrighted materials, seek out materials involving copyright guidelines at the relevant College of Charleston website. Those guidelines currently are housed at
http://libguides.library.cofc.edu/content.php&pid=36640&sid=272298
http://www.cofc.edu/library/faculty/index.php

7.2 Disability Services

For answers to specific questions, contact the Center for Disability Services (3-1431 or SNAP@cofc.edu) or see www.cofc.edu/~cds/responsibilities.htm.

7.3 Intellectual Property Rights

The College does not claim ownership of online or digital course content when the development of that content does not make substantial use of College resources and facilities or the receipt of a stipend for the development of DE Teaching Material. The controlling authority on this topic is College Policy 9.1.13, "Intellectual Property Policy," available at policy.cofc.edu. College Policy 9.1.13 includes specific information about DE Teaching Material and other topics of relevant to DE.

The College reserves the right to use online or digital course content for up to one year after the instructor of a DE course leaves the College.

7.4 Privacy and FERPA (Family Educational Rights and Privacy Act of 1974)

The College is committed to protecting the privacy of students enrolled in DE courses. Specifically, FERPA applies to all students, without regard to the mode of delivery for the courses in which they are enrolled. For details on FERPA, see http://www.registrar.cofc.edu/ferpa or contact the Office of the Registrar by phone at 843.953.5668 or by email at registrar@cofc.edu.

7.5 Final Authority on Legal Issues

The College of Charleston Office of Legal Affairs is the final authority on legal issues germane to the subject matter of this Policy.

8.0 Policy Manager and Responsible Department or Office

Provost (or Provost's Designee), Office of the Provost

9.0 **Departments/Offices Affected by this Policy**

Office of the Provost
Office of the Academic Experience
Office of Institutional Effectiveness and Strategic Planning
Office of Institutional Research, Planning, and Information Management
Office of the Registrar
Division of Information Technology
All Deans, Departments, and Academic Programs

10.0 **Procedures Related to this Policy**

None.

11.0 **Related Policies, Documents or Forms**

Faculty/Administration Manual
Policy 7.6.8, "Substantive Change"
Policy 7.6.10, "Policy on Course Syllabi"
Policy 9.1.13, "Intellectual Property Policy"
Policy 11.1, "Privacy Policy and Procedure"
Policy 12.1.5, "Assignment of Credit Hours"
Divisional Policy on Instructors of Record and Faculty Credentials

12.0 **Review Schedule**

Approved: July 2016
Revised: August 2017
Revised: December 2018
Next Review Date: October 1, 2023

Signed: _____
Brian R. McGee, Provost