

Diablo Valley College Online Course Guidelines

Prepared by
DVC Distance Learning Advisory Task Force
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**DVC Online Course Guidelines
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0. Background Information

The purpose of the DVC Online Course Guidelines is to summarize and document the current, applicable state and local policies, procedures, practices, regulations and resources related to distance education at Diablo Valley College. As such, these guidelines refer to DVC practices and procedures, department/division bylaws, United Faculty contract, district policies, Title 5 Regulations and WASC standards. It is intended to serve as a resource and set of guidelines for faculty, staff and administrators who are interested or involved in distance education.

The goals of this document are to:

- Ensure that all classes offered online at DVC are of the highest quality and offer rich learning environments for students.
- Assist online faculty to create online classrooms that are pedagogically sound and interactive.
- Provide resources for online faculty in the areas of tech support, best practices, time management, and others.
- Foster better understanding of the commonalities and differences between online and on-campus instruction.
- Make recommendations for improving distance education development, delivery and support at DVC.

In 1999, the DVC Strategic Plan recommended the expansion of distance learning opportunities. Since 2000-01, the number of online classes has increased steadily from 75 to 280 for the 2005-06 school year. At this rate, by 2007-08, over 7% of the schedule will consist of online classes. The planning efforts of 1999 are coming to fruition as the expansion of distance learning opportunities has provided greater access for more students.

Given the significant increase of online courses at DVC, it is important that we have a common reference and set of guidelines to inform and focus our college-wide efforts. This is especially so given the decentralized nature of distance education development at DVC. Thus, the Distance Learning Advisory Task Force has developed these guidelines to assist faculty, administrators and staff in the expansion and support of distance education at DVC.

The DVC Online Course Guidelines were developed by the Distance Learning Advisory Task Force during the 2005-06 academic year and revised during 2006-07. The DVC Leadership Council accepted the Guidelines on 5/14/2007.

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Distance Education Definitions

These definitions were selectively excerpted from the California Community Colleges Distance Education Regulations and Guidelines¹ to serve as a reference for the terminology that is used throughout these guidelines.

1.1. Accessibility

In Web pages, it refers to the ability of a Web page to be viewed by everyone, especially people with disabilities who use various assistive technologies. Accessible Web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users and equivalent browsing experience to that of non-disabled visitors.

1.2. Americans with Disabilities Act (ADA)

Enacted July 26, 1990, the ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The Department of Justice enforces the ADA's requirements in three areas:

Title I	Employment practices by units of state and local government
Title II	Programs, services, and activities of state and local government
Title III	Public accommodations and commercial facilities

1.3. Assistive Technology

As defined by the Assistive Technology Act of 1998, the term refers to "any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." Assistive technologies include: screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible. Also referred to as "Adaptive Technology."

1.4. Distance Education (DE)

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

1.5. Distance Education Course

The delivery of instruction and separation of the student and instructor that utilizes one or a combination of technologies 51 percent or more of the time is considered a Distance Education course/section/session. *A course is considered to be 100% at a distance if students are NOT required to come to campus for any reason (e.g., orientation, test, etc.).*

1.6. Fifty-one Percent (51%) Rule

A course/section or session is defined as DE if technology is used 51 percent or more of the time required to deliver instruction during the course term and where the student and instructor are separated by distance.

1.7. Hybrid Course

A course utilizing more than one mode of instructional delivery. Instruction may be

¹ March, 2004, http://www.cccco.edu/divisions/esed/aa_ir/disted/disted_attachments/DEGuidelinesMar2004.pdf

delivered by such modes as, for example, the Internet, email, video, and the classroom. Typically, a hybrid course meets up to half of the time online and half on-campus. Hybrid meeting requirements need to be clearly communicated to students in the schedule and syllabus.

1.8. Synchronous/Asynchronous

Communication in which interaction between participants is simultaneous is synchronous. Asynchronous communication does not take place simultaneously.

1.9. Teleconferencing

Two-way electronic communication [synchronous] between two or more groups in separate locations via audio, video, and/or computer systems.

1.10. Telecourse

A video-based course which uses a fully integrated package of video instruction combined with instructional support materials (e.g., a textbook, a student study guide, and a faculty resource guide). Telecourses are delivered in a variety of ways, including television broadcast.

1.11. Text Equivalent

Text content that describes information on the screen that's contained in graphic, Flash, or other multimedia files. Text equivalent is often provided using captions, ALT text, or transcripts. The alternate text must convey the same function or purpose for the users with a disability as the non-text content does for others.

1.12. Universal Design

Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

1.13. Video Teleconferencing

A teleconference with two-way video.

1.14. Web Accessibility Initiative (WAI)

Web Accessibility Initiative, affiliated with the World Wide Web Consortium, coordinates with organizations around the world to increase the accessibility of the Web through five primary areas of work: Technology, guidelines, tools, education and outreach, and research and development. The developer of web content accessibility guidelines at [<http://www.w3.org/WAI/>].

1.15. World Wide Web (WWW)

A graphical hypertext-based Internet tool that provides access to homepages created by individuals, businesses, and other organizations.

2. Online Course Timelines

2.1. Obtaining Course Approval for Distance Education

Before a course may be offered online, the official course outline must be approved for distance education. If a course has not already been approved for distance education, then it will need to be revised as such and submitted to the Curriculum Committee for approval. If the course outline is up to date, the DE supplement is easy to prepare.

Because of scheduling timelines set by the Instruction Office, faculty should complete the curriculum revision process one year before the semester they intend to teach the class. For example, the scheduling of fall semester begins in early February which necessitates that the course revision be approved by the end of December. Spring scheduling begins in the middle of September and so the course should be approved by the end of May. In order to facilitate this process, many departments are automatically including DE when rewriting course outlines, even if there are no immediate plans to teach the course online. All approved course outlines are accessible online at <http://www.dvc.edu/wcs>.

2.2. Scheduling and Staffing Online Courses

Online courses are scheduled during the same timeline as all other courses and follow the same faculty selection procedures for on-campus full-time and part-time faculty. It is recommended that the faculty selected to teach online courses have experience teaching online, have taken courses or training workshops in how to effectively teach online, or have expressed a strong desire to teach online and have adequate time to prepare. In addition, in order to maintain the quality of DVC's online education program, departments that offer online courses should be committed to providing faculty the support necessary to make sure that they are adequately prepared to teach online.

When scheduling any required on-campus meetings for your online courses (orientation meetings, required classroom meetings, tests, etc.), consider the following:

- a. Many students take online courses because they are unable to come to campus for a variety of reasons (illness, injury, disability, family or work obligations, traveling for work, geographic location, etc.). Requiring on-campus meetings can make it difficult for these students to take your courses and can defeat one of the primary purposes for online courses. On-campus meetings should be required only if they add something of value to an online course.
- b. If you require an on-campus orientation or on-campus meetings during the semester, schedule them with student needs in mind. You may have to hold these meetings at multiple times (e.g., morning, afternoon, evening, weekend) to accommodate all students. Have alternative options available for those online students who are unable to attend these meetings.
- c. If you require on-campus testing, have proctoring or other options available for those online students who are unable to travel to campus.

2.3. Scheduling Rooms for On-campus Meetings

The division secretary may assist you in scheduling an available computer lab, smart classroom or lecture room for an orientation, midterm/final assessment or a general check-in meeting with your students. Alternatively, you may work directly with the room schedulers in the Instruction Office for advance planning. Once this is scheduled, add this information to the online course input form. (After the first week of the semester, if you need to schedule a room, contact Central Services.)

2.4. Final Exam Schedule

Online classes will follow the same final exam schedule as on-campus classes. Whether you administer your final exam online or on-campus, it should be given during final exam week per the official academic calendar. This will make it easier for online students and allow online instructors to comply with contractual obligations.

2.5. Submitting an Online Course Input Form

An instructor must complete and submit an online course input form if the course is to be scheduled. It must contain the following information: Course title, section number, instructor email address, course website address, and orientation location and time (if applicable). This form is available to instructors in three locations: (a) supplied in Appendix A of this guide, (b) on the U-drive (a shared drive open to everyone at DVC while on a campus computer) in the Instruction Office and Scheduling Folder, (c) on the Instructional Technology website <http://www.dvc.edu/it/OnlineProgram.htm>. Forms should be given to department chairs, who are required to submit them with the rough draft of the schedule.

2.6. Requesting a WebCT Course Shell

WebCT course shells should be requested at least two weeks before the semester begins so that you have time to prepare your online classroom, <http://www.dvc.edu/technology/webctrequest.htm>. The WebCT Administrator will upload students to your WebCT course approximately five days before the class begins, and the classroom should be ready for students at that time. WebCT student accounts are updated regularly during the first two weeks of the class and upon request by the instructor. These updates ensure that students who add your course after it begins will be able to access their online classroom quickly.

2.7. Student Access to the WebCT Classroom

In order to be able to access a WebCT classroom, students must be officially registered for a class. The WebCT Admin uploads registered students approximately five days before class begins; therefore, a classroom should be ready for student access at that time. When students add a class after it begins, they will be able to access it within two to three days. Students access all WebCT classrooms by logging in at <http://webct.dvc.edu>. This page contains complete log-on instructions.

2.8. Backing-up a WebCT Course

Each WebCT course is archived for one year and then deleted. Instructors may download their WebCT courses and store them on their own computers indefinitely.

Oftentimes instructors use the previous semester's course as a template for the upcoming semester. During the semester, instructors may backup their own course at any time and keep one or two course backups on the WebCT server.

To create a course backup on the WebCT server, follow these steps:

1. Go to <http://webct.dvc.edu> and log on to your myWebCT page.
2. Click on "Course Functions" button at top of screen.
3. Place a checkmark next to the course you want to back up.
4. Click the "Create backups" button at the right of the screen.
5. Type in a short description of your backup, and press the "Create" button.
6. When the backup is complete, press the "Continue" button.

To save a course backup on your own computer:

1. Go to <http://webct.dvc.edu> and log on to your myWebCT page.
2. Click on "Course Functions" button at top of screen.
3. Follow the steps above to create a backup of the course.
4. Place a checkmark next to the backup that you want to transfer to your computer.
5. Press the "Download backup" button at the right of the screen.
6. Press the "Save" button.
7. Choose the location on your computer, change the filename if desired, and press the "Save" button.
8. When download is complete, press the "Close" button.

To delete a course backup on the WebCT server (please do so after you've transferred the backup to your computer to free up space on the WebCT server):

1. Go to <http://webct.dvc.edu> and log on to your myWebCT page.
2. Click on "Course Functions" button at top of screen.
3. Place a checkmark next to the backup you want to delete.
4. Press the "Delete backups" button at the right of the screen.
5. Press the "Delete" button and press "OK" to confirm.

To restore a course backup (do this to use a saved backup as a template for a course):

1. Go to <http://webct.dvc.edu> and log on to your myWebCT page.
2. Click on "Course Functions" button at top of screen.
3. Place a checkmark next to the backup course template you want to use. (Note: You may have to create a backup first or upload a previously saved backup from your hard drive first.)
4. Press the "Restore backup" button at the right of the screen.
5. Place a checkmark next to the course into which you want to restore the backup (the course you are setting up).
6. Press one of the four buttons to the right ("Replace users," "Update users," "Keep users," or "Reset course"; read descriptions before making selection).
7. When restore process is complete, press the "Close" button.

3. Title 5 Regulations and Accreditation Issues

This information has been selectively excerpted from the California Community Colleges, "Distance Education Guidelines" (March 2004, 2nd edition), available online at, http://www.cccco.edu/divisions/esed/aa_ir/disted/attachments/DEGuidelinesMar2004.pdf The CCC DE Guidelines reference the Distance Education sections of the Title 5, California Code of Regulations for (www.calregs.com) and provide clarifying information.

3.1. Definition and Application (55205)

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. s 794d).

A DE course/section or session is defined as the use of technology utilized **51 percent** or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. The delivery of instruction in the DE modality can include the use of one or a number of technologies. As an example, an instructor can use the Internet, email video and class lecture to deliver instruction (hybrid course). However, if the use of the combined mediated technology [for instruction] is 50 percent or less, or the student and instructor are not separated by distance, the course/section/session is considered a classroom-based traditional course/section/session.

3.2. Course Quality Standards (55207)

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of section 55009 of this part, and in regard to any local course quality determination or review process.

3.3. Course Quality Determinations (55209)

Determinations and judgments about the quality of distance education under the course quality standards referred to in section 55207 shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2 of division 4 of this part.

3.4. Instructor Contact (55211)

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that:

(a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

It is the responsibility of the instructor to initiate regular contact with enrolled students to verify their participation and performance status. Students should have frequent opportunities to ask questions and receive answers from the instructor of record.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

There are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts need to define "effective contact," including how often, and in what manner instructor-student interaction is achieved.

3.5. Separate Course Approval (55213)

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.

In making use of the existing local curriculum approval process, there must be documentation of "regular effective contact" as described in 55211. For this reason, a course/section or session should be separately reviewed the first time it is offered in a technology mediated mode [for instruction], and subsequently reviewed again when the technology changes sufficiently to alter the answers to how regular effective contact is achieved.

3.6. Faculty Selection (55215)

Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 of chapter 4 of division 4 of this part (commencing with section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

This section emphasizes that faculty delivering distance education courses/sections should have the same minimum qualifications and should be selected by the same process as those faculty teaching all other assignments. It is worth noting that many forms of DE delivery require technical knowledge on the part of faculty. In addition, DE faculty can benefit from training in how to effectively teach in a DE environment and in how to update their DE course to enhance student learning.

3.7. Number of Students (55217)

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1). Nothing in this section shall be construed to impinge upon or detract from any negotiations or

negotiated agreements between exclusive representatives and district governing boards.

3.8. Ongoing Responsibility of District (55219)

Any district conducting courses under section 55316.5 shall:

- (a) Maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses,
- (b) Provide to the local governing board, no later than August 31st of each year, a report on all distance education activity,
- (c) Provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

3.9. Additional Courses (55316.5)

Notwithstanding any other provision of law, after June 1, 1994, the following additional types of courses may be offered, as independent study if conducted by distance education consistent with the requirements of article 3 of subchapter 1 (commencing with section 55002) of this chapter and the guidelines developed by the Chancellor:

- (a) Nontransferable courses designed to meet the requirements of sections 55805.5, 55806, and 55002(a) or (b).
- (b) Noncredit courses.

This section allows noncredit – independent study courses to be offered in the distance education modality. At the present time, however, other types of noncredit independent study courses are not allowed for reimbursement of FTES.

3.10. Immediate Supervision and Control (58056)

This section addresses the requirement that students must be under the supervision of an instructor attending an on-campus course. In the 1994 decision to open DE to all areas of instruction during an evaluation period, DE regulations were restricted to being offered as independent study. Section 58056 has now been amended to exempt DE courses from the immediate supervision and control requirement. This is critical in order to mainstream DE into the traditional mode of instruction.

3.11. Access for Students with Disabilities

The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinions M 01-17 and M 03-09) title 5, section 55205 explicitly makes these requirements applicable to all distance education offerings. [WebCT meets ADA requirements.]

3.12. Substantive Change Policy (WASC ACCJC)²

A substantive change is a change which alters: the mission, scope, or name of the institution; the nature of the constituency served; the location or geographical area served; the control of the institution; the content of courses or programs to an extent which represents a significant departure from current curricula or the mode of delivery of a program so that the courses constitute 50% or more of a program and/or are offered at a distance or through electronic delivery; or the credit awarded to courses or programs. ... When an institution proposes to make a change which is considered substantive, the change must be approved according to the Substantive Change Approval Process [through the DVC Academic Affairs Office].

3.13. Policy Statement (WASC ACCJC)³

ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

² Taken from WASC ACCJC Distance Learning Manual (p. 15), <http://www.accjc.org>

³ Taken from WASC ACCJC Distance Learning Manual (p. 8), <http://www.accjc.org>

4. Local Contract/Bylaw, Policy and Copyright Issues

Distance education courses must meet the same criteria for quality and accessibility as traditional courses; therefore, it is important that significant preparation takes place in both the development and delivery stages.

4.1. Faculty Office Hours

Office hours are covered in Article 7.8.1 of the CCCCD United Faculty contract. The operative language is "...Faculty teaching online courses may, at their option, hold office hours online in the same ratio as their online courses are to their total semester load."

When deciding whether to hold your office hours online, consider student accessibility. Your office hours should make you accessible to the greatest number of students possible, including current, past, and potential students. Here are some suggestions:

a. Hold all of your office hours on campus and encourage online students to visit during those hours.

b. Hold office hours online using a WebCT chat room or CCCConfer (<http://www.cccconfer.org/>) in the same ratio as online courses to semester load. Publish the specific times you will be available in these chat rooms in your course syllabus.

When scheduling office hours, try to vary them to accommodate the various schedules of your online students. Your office hour schedule must also meet the contract requirement (Article 7.8.1) that says "all instructional type assignments require, over and above stated load requirements, five (5) office hours per week, scheduled no more than one and one-half (1 ½) per day." All office hours, both on campus and online, should be published in your course syllabus so that students know when you are available.

4.2. Faculty Online Load Maximum

You need to consult your department/division bylaws to determine whether there are any maximum load limits for online instruction. At present each department or division determines its own online course teaching load maximums that is consistent with its instructional mission.

4.3. Online Faculty Evaluation

As of October 2006, through a Memorandum of Understanding, the CCCCD and United Faculty have modified the evaluation procedure and forms for online instruction. The modifications are to appendices D-1, D-2, D-3, D-4, and D-5 of the Faculty Evaluation Guidelines and by reference are incorporated into the collective bargaining agreement.

4.4. Intellectual Property Rights

The preparation of distance learning instructional materials differs from the preparation of materials for the traditional classroom setting, raising questions

about ownership, copyright and fair use. Faculty and administrative personnel will need to develop policies that do not undermine faculty rights or the learning/teaching process and that address issues of copyright, ownership, and faculty compensation.⁴

Under normal circumstances, faculty maintain the same intellectual property rights of the instructional material they develop for online courses as they would for traditional courses. Exceptions to this may include work-for-hire, reassigned time, or stipend-based development of online courses. The district needs to develop explicit policy guidelines for intellectual property rights as they extend to online course development and implementation.

4.5. Copyright Policy

It is the instructor's responsibility to ensure that all instructional material and delivery methods for self-developed courses is in compliance with copyright laws. The district's copyright manual for faculty and staff is posted online at http://www.4cd.net/policies_procedures/technology.asp. It was updated in 2004-05 and reflects the 2002 TEACH Act Copyright amendment for using copyrighted resources in the online classroom. You can find more information about the TEACH Act at <http://www.lib.ncsu.edu/scc/legislative/teachkit/>.

4.6. Software Use Policy

Board Policy 4006: The District recognizes that each college and the District Office offers a variety of instructional and administrative technology resources to support educational programs and learning, enhance instruction, provide access to resources, as well as the ability to communicate with users worldwide. The resources are the property of the District and are provided to support the District's mission and institutional goals and use of these resources shall be consistent with the mission, goals, and this policy. Open access to such resources should be considered a privilege, and requires individual users to act responsibly. ... http://www.4cd.net/policies_procedures/technology.asp

4.7. Acceptable Technology Use Policy

Board Policy 5030: The District recognizes that it offers a variety of instructional and administrative technology resources to support learning, enhance instruction, carry out the legitimate business of the District and provide the ability to communicate with other users worldwide. These resources are provided to the District's students and employees solely to support the District's mission and institutional goals, and use of these resources shall be consistent with the mission, goals and this policy. Such open access is a privilege, and requires that individual users act responsibly and ethically. ... http://www.4cd.net/policies_procedures/technology.asp

⁴ Taken from WASC ACCJC Distance Learning Manual (p. 6), <http://www.accjc.org>

5. Faculty Support

The information in this section is a collection of the available training and development opportunities for developing appropriate pedagogy and accessing web-based resources for teaching online.

5.1. Accreditation Concerns⁵

Some faculty members will be more interested in distance education than others, and most faculty who engage in teaching online will require ongoing training. Because technological currency is important, the level of support for staff development is one indicator of institutional commitment to distance learning. Policies regarding faculty loads, class size, time allowed for course development, and compensation need to be appropriate for the context of distance learning. Faculty access to appropriate technology and software as well as to support personnel is critical to a successful program. On-going evaluation of faculty involved in distance learning should include appropriate recognition of all scholarly activities.

5.2. Ongoing Workshops

During the academic year, instructors have the following opportunities for online course development support:

- Flex workshops are scheduled the week before instruction begins during the fall and spring semesters.
- Staff Development workshops and Brown Bag Lunches are scheduled throughout each semester
- Individual appointments with the Instructional Technology Coordinator and Staff Development Trainers are available upon request between August and May.
- See <http://www.dvc.edu/staffdevelopment> for all staff development opportunities.

5.3. Summer Technology Institute

The Summer Technology Institute provides faculty, staff, and managers with in-depth training and hands-on workshops that run two hours a day, four days a week during the summer semester. The institute is divided into two tracks with Track 1 workshops based on commonly used programs like the Microsoft Office Suite. These workshops only run for two hours on a particular day. Track 2 workshops also run for two hours but do so for the full four days with each day building upon the previous. The workshops in this track address the college's CMS (WebCT), image editing, and video development.

5.4. Course Development

Because distance courses must meet the same criteria for quality and accessibility as traditional courses, it is important that significant preparation takes place in both the development and delivery stages. It is also important to allow for additional time to adequately learn the new technologies, pedagogies and student support issues for developing online courses.

⁵ Taken from WASC ACCJC Distance Learning Manual (p. 4), <http://www.accjc.org>

The majority of class assignments, instructional materials and resources should be in place prior to the first-time offering of an online class. As an example for a web-based class using the course management system WebCT, this would mean that the syllabus, course information, lectures, multi-media content, handouts, assignments, and tests would be prepared for online delivery, even though they may not be made visible to students until later in a term. The instructor is responsible to ensure that all such materials are in compliance with copyright law.

DVC Librarians welcome opportunities for consultation on assignments that will maximize effective use of library online resources in promoting student learning. Please contact the Library Reference Desk x2246 for more information.

5.5. Technical Support for Faculty

There are many resources available to faculty for technical support:

- Instructional Technology Services course development support via phone and one-on-one appointments (x2878, nskapura@dvc.edu)
- WebCT Admin for WebCT issues (x2596, webctadmin@dvc.edu)
- WebCT evening and weekend reporting of technical issues to the Computer Center (x2541 or x2068)
- Computer Services Help Desk for computer hardware and network issues (x2245, helpdesk@dvc.edu)
- Staff Development resources at <http://www.dvc.edu/staffdevelopment>

5.6. Online Instruction Listserver

A self-subscribe (and self-unsubscribe) listserv on the topic of online instruction is accessible to interested faculty, staff and administration at DVC/SRVC. It is a low-volume listserv that produces high quality questions, responses and comments related to online instruction issues. To subscribe, send an email to listserv@barter.dvc.edu leaving the subject line blank and entering "subscribe online" with no quotes in the body of the message. Once subscribed, you may send an email to the group by addressing it to online@barter.dvc.edu. To unsubscribe, send an email to listserv@barter.dvc.edu leaving the subject line blank and entering "unsubscribe online" with no quotes in the body of the message.

5.7. The WebCT Advantage

DVC has standardized on WebCT for online instruction and supports it with the following services for instructors at DVC/SRVC:

- 5.7.1. Student accounts are created for all enrolled students when an instructor requests a WebCT shell.
- 5.7.2. Students are uploaded to a requested WebCT course and have access to it, beginning five days before the semester begins. Students are then uploaded regularly during the first weeks of your course to allow for student adds.
- 5.7.3. Because of the WebCT email system design, no external email is required and thus instructors do not need to collect student email accounts or provide one. Thus, instructors are able to communicate via email to all registered students

once the WebCT shell is created.

- 5.7.4. WebCT courses are archived at the end of each semester with the instructor's content intact (but without the student's content from discussion boards, mail, student pages, etc.). These archived files can be used as templates to create new courses.
- 5.7.5. Faculty training opportunities in WebCT are available throughout the academic year in:
 - 5.7.5.1. Flex Activities, Staff Development workshops, and Brown Bag events
 - 5.7.5.2. Summer Technology Institute
 - 5.7.5.3. One-on-one appointments
- 5.7.6. The Instructional Technology Coordinator and WebCT Admin will help troubleshoot problems with students/faculty throughout the fall and spring semester.
- 5.7.7. Because the majority of faculty use WebCT to deliver online instruction, students have to learn to navigate the system just once. Many students take numerous online courses, and it's beneficial to them to have to learn just one course delivery method. Also, when a student logs into WebCT, they have immediate access to all of their online and web-enhanced courses in one location.

5.8. WebCT Listing of all Online Courses

The Distance Learning Advisory Task Force encourages and supports using WebCT to deliver online courses. Although we recognize that some instructors prefer to use alternate delivery modes, our primary goal is to make access to all online courses as easy and efficient for students as possible. Therefore, all online instructors will be required to use WebCT at minimum as an *entrance point*, effective during spring 2007 semester. This will enable students to access all online courses from a single point of entry and instructors may still link to online resources outside of WebCT. Here are the benefits of this requirement:

- 5.8.1. All online students will be directed to one place (<http://webct.dvc.edu>) to access all of their online classrooms. This will help to improve efficiency and reduce confusion and frustration. This information can be widely and easily communicated to students online and in print.
- 5.8.2. Many students take more than one online course per semester. This procedure will place links to all of a student's classes in one place—the myWebCT page. This is a great organizational tool that can lead to greater student success.
- 5.8.3. Each WebCT classroom can contain, at a minimum, a welcome message, information about any orientation sessions, instructions for getting started in the class, etc. Students are uploaded automatically into these classrooms five days before the semester begins, so they'll have access to this important information before the start of the class.

- 5.8.4. Because the majority of courses are now taught using WebCT, students expect to access their online classrooms through <http://webct.dvc.edu>. Great confusion and frustration often results when students are asked to go to a different site or to follow a different procedure for logging on. Having a WebCT shell for each online class will help to reduce this type of confusion and alleviate frustration.
- 5.8.5. Links can be added easily to a WebCT shell. Once students log on to WebCT, they can easily click on these links, which will take them to course materials or external Web pages.
- 5.8.6. If online courses are staffed late or just shortly before a semester begins, a generic welcome message and instructions can be placed in the WebCT shell until the instructor has a chance to add his or her own information.
- 5.8.7. Using a WebCT classroom shell for all online courses will give each course a consistent look and feel, which will make the DVC distance learning program look more unified and professional.

5.9. Testing and Security

Online instructors are naturally concerned about testing and security in their online classrooms. Without seeing the students in person, how can an instructor be sure that the student is actually completing his or her own work? Here are some guidelines and practices you can use to combat cheating in your online classes:

- a. **Publicize your expectations.** Let students know exactly what you expect of them. Inform them about DVC's Student Code of Conduct (<http://www.dvc.edu/union/CodeAll.htm>).
- b. **Inform students about plagiarism.** The Web has made plagiarizing easier and more prevalent than ever. Teach students what plagiarism is, how to avoid it, how to properly cite sources, and the advantages of ethical behavior. Share these DVC sources with them:

Resources and Links: Academic Dishonesty:

<http://www.dvc.edu/union/AcademicDishonestyResourcesLinks.htm>

Preparing a Works Cited List: MLA Style:

<http://www.dvc.edu/library/libweb/pdf/mla.pdf>

- c. **Get to know your students.** The more interaction you have with students, the more you'll become aware of their abilities and writing styles. Develop discussion board assignments that require students to interact regularly and frequently with you and with each other.
- d. **Evaluate frequently.** Use a variety of evaluation instruments in your course, and require numerous and regular assignments. The more required of students, the more difficult it would be to find someone else to complete the work for them. Grades in online courses should be based on a variety of assignments (e.g., tests, participation, discussion board assignments, research papers, group projects, etc.).

- e. **Change your assignments.** Change your assignments and tests from semester to semester so that students who have already taken your class can't share information with others.
- f. **Prepare your students.** Do what's necessary to prepare your students well for tests and exams. Provide study guides, review sessions, and the ability to ask questions on the discussion board. Encourage and help students set up study groups. Tell students exactly what to expect when taking tests (number of questions, types of questions, time allowed, etc.) prior to the test.
- g. **Assume your tests are open book.** Unless you give your tests in a monitored environment, you must assume that all tests you give are open book and open note. Write your test questions accordingly. Use questions that test students' application of knowledge. Make sure your questions are challenging, even if students are using their books. Use short-answer or essay questions that require students to provide their personal comments and opinions. Include questions that come from your lecture notes and from classroom discussions.
- h. **Use WebCT's security features.** When developing your tests using WebCT, use the software's security features. These include:
- 1) Deliver questions one at a time, where students must answer a question before moving on to the next question. You can select whether questions can be revisited after they've been answered.
 - 2) Set a time limit, but make it realistic for all students, including ESL students or those with learning disabilities.
 - 3) Allow students to take the test only one time.
 - 4) Make tests available for only limited periods of time.
 - 5) Require students to enter a proctor password or IP mask address to access the test.
 - 6) Release test scores and results only after the availability period is over. This will prevent students from taking the exam and then sharing answers with other students during the availability period.
 - 7) Randomize the order that questions are released to students.
 - 8) Create alternate questions so that students receive different question sets.
- i. **Don't worry too much.** According to an article written by faculty from the North Carolina Community College System, "Online educators emphasize that online testing is more problematic in theory than in practice. They report that the range of scores is similar for online students and classroom students. Test achievement by individual students is consistent with performance in other course assignments. Incidence of cheating is no more frequent than in face-to-face courses."

Here are some additional resources to help you create online classroom environments that promote academic honesty:

<http://www.educause.edu/ir/library/pdf/eqm0348.pdf>

<http://www.ctdlc.org/Faculty/TeachingTips/avoidcheating.html>

<http://tlt.suny.edu/originaldocumentation/library/cm/cheat.htm>

5.10. Best Practices

“Best practices” in this document refers to activities an online teacher can do to ensure a positive, interactive, rich learning environment for online students. The following list of best practices comes from a number of internal and external sources, and these practices are recommended by the DVC Distance Learning Advisory Task Force.

- Use WebCT, the DVC-supported course management program, to create your online classroom. DVC students are most familiar with this program, WebCT technical support is provided to faculty and students, and the program provides numerous tools to facilitate interaction.
- Organize your online course materials so that students can easily navigate them and can clearly understand what is expected of them.
- Have your online classroom ready at least five days before the class begins, which is when students will begin to have access to it.
- Create your own course materials. If you choose to use e-packs and other publisher-generated materials, be sure to personalize and embellish them to add greater value and individuality to your course.
- Place an image of yourself in your online classroom so that students feel more of a connection to you.
- Remember that your online class begins on the date published in the DVC schedule. Even if you will hold orientation after the official start date, you must be available to students starting on the first day.
- If you decide to have mandatory on-campus meetings (orientation, exams, etc.), provide alternative accommodations for students who are unable to come to campus during required times.
- Develop a fun introductory assignment to help students get to know one another.
- Don't expect to conduct an online class in the same way as a traditional one. Be mindful of the amount of content that is online.
- Respond promptly to student questions, and provide prompt and constructive feedback for all assignments.
- Use the WebCT gradebook to post all grades in a timely manner.
- Set firm deadlines to help students manage their time and stay on track.
- Provide regularly scheduled activities, and do not let students procrastinate.
- Don't expect that students can teach themselves. The active involvement of the instructor is essential.
- The student needs to feel connected to the online class. Provide ample opportunities for student-student interaction. Use the discussion board for class

discussions, develop group projects, and plan other activities so that students work with one another.

- When communicating with students, it's important to do so in a respectful, upbeat way. Check the tone of all e-mail messages and discussion board postings before sending them. Also check your messages and postings carefully for accuracy and clarity before sending them.
- Invite and encourage online students to visit during your on-campus office hours.
- If a student has stopped logging on to your online classroom and is not responding to your e-mail messages, try calling the student. It's often this extra encouragement that can get an online student back on track.
- Consider taking an online class yourself. One of the best ways to learn what works and what doesn't is to take on the role of an online student.

Additional best practices information can be found at the following Web sites:

- Best Practices in Distance Learning: http://www.brazosport.edu/~distance/teachers/best_practices_in_distance_learn.htm
- Teaching and Learning at a Distance: <http://eduscapes.com/distance/>
- Guiding Principles for Faculty in Distance Learning: http://www.ihets.org/progserv/education/distance/guiding_principles/
- Distance Learning Systems Teaching Tips: <http://www.distance.uaf.edu/dls/resources/tt/teaching-tips-master.pdf>
- Rubric for Online Instruction (ROI): <http://www.csuchico.edu/celt/roi/index.html>
- Five Characteristics of Exemplary Online Courses: http://www.pct.edu/it_dl/Best_Practices-five_characteristics.htm
- Teaching Online: Best Practices and Tips: <http://jjconline.jjay.cuny.edu/faculty/teachonline.html>
- Tips for Teaching Online: http://www.cuonline.edu/faculty/teaching_tips.shtml

5.11. Student Communication and Interaction

It is important for the instructor to establish and maintain early and regular communication with students and to provide ample opportunities for students to interact and communicate with each other. According to the Sloan Consortium, "A number of studies show that online environments that effectively facilitate high levels of interaction and collaboration among learners typically result in successful online programs."⁶ Creating an interactive online environment that fosters learning

⁶ The Sloan Consortium Report to the Nation: Five Pillars of Quality Online Education (2002), <http://www.sloan-c.org/effective/pillarreport1.pdf>

and a genuine sense of community can be a challenge, but it can be done in any online class, no matter the discipline. The following article provides a rubric that faculty can use to measure the level of interaction in their online classrooms: <http://www.westga.edu/~distance/roblyer32.html>.

Here are some comments from actual DVC online students concerning the significance of effective instructor-student and student-student communication in an online class:

"One of my biggest concerns in taking an online class was whether or not I would be able to communicate effectively with the teacher. You did an excellent job responding to any question or concern I had in a very timely manner. You get a big pat on the back for that. Also, I really enjoyed the discussion board. It made me feel a part of a class. I looked forward to reading other students' postings and seeing the question of the week."

"This course was surprisingly enjoyable and extremely informative. I have found that this online course was well presented, thought-provoking, challenging, and a great avenue for intelligent interchange between classmates. I think we, as students, exchanged ideas even more than we would have in the physical classroom."

"I learned more about my classmates through this class than I ever had before in any physically attended class at DVC. I am not sure if it had anything to do with people being more comfortable with being behind a computer and sharing than they would be in person, but the interaction between classmates was awesome! That was my favorite part of the class! I also enjoyed the teacher's constant comments and suggestions; it is so much more helpful to get feedback the day of or the day after than getting the feedback weeks later from a returned paper or handout. Thanks again!"

"I just want to let everyone know that I have enjoyed this class, my first ever online class. It felt like I was actually in a classroom with you all during these weeks of posting discussions. It's funny because everyone in this class talks whereas there are classes that I have taken before and some people would never say anything."

"It's nice that the instructor gave us an opportunity via the discussion board to interact as much as we do. To be honest with you I have sat in classes where I barely said two words the whole semester! It was so refreshing to be able to take a class where you're learning and playing an active role in the learning process."

"I thoroughly enjoyed this class. Online learning has definitely been a positive experience so I look forward to taking more such classes in the future. What I liked most about the class were the discussions; it is amazing the research and materials available through the internet. I thought that this class would not be very social, but I believe the discussions exceeded what might have occurred in a regular classroom and I believe the content was of high value."

"I had not taken an online course prior to this, and I was pleasantly surprised at how well it worked out. I also want to say that I thought it was really great that the instructor was always so accessible, and took a genuine interest in helping us, and getting to know us even though it was a virtual setting...it definitely made this class seem more 'live.' It was nice to get to know all of you and hear your great

comments, and I wish everyone luck in the future!"

5.12. Online Resources

The following resources provide a variety of recommendations and best practices for designing and implementing a pedagogically sound online course. Use them to assess and plan for your online course development.

5.12.1. **WebCT.com:** <http://www.webct.com/faculty>

The WebCT website is very useful, offering the following: a searchable, subject-specific database of questions and answers about WebCT's features; a vast list of best practices about online teaching; and a vast list of model online courses that were designed in WebCT.

5.12.2. **@One:** <http://www.cccone.org/>

@ONE provides educational technology resources to California Community College faculty and staff, offering several opportunities for instructors to enhance their technology skills either in hands-on workshops, through self-paced tutorials, or in online classes.

5.12.3. **California Virtual Campus:** <http://www.cvc.edu/>

The CVC assists faculty, administrators, and institutions with development of online courses and online programs. They have developed a comprehensive center that combines the use of faculty mentors to provide coaching, mentoring, and training, and the implementation of web-based resources via their website. Specifically, the Research and Resources section of the CVC4 website provides information on instructional tools and practices, IT and distance education administration, student services, learning resources, policies, and journals, all in the arena of online learning.

5.12.4. **Diablo Valley College Websites:**

- Instructional Technology: <http://www.dvc.edu/it>
- Staff Development: <http://www.dvc.edu/staffdevelopment>
- Online: <http://www.dvc.edu/online>

5.12.5. **California Community Colleges Technology Center:**

<http://www.ccnnext.net/>

The California Community Colleges Technology Center helps to facilitate and coordinate the work of the CCC systemwide technology, including online course delivery.

5.12.6. **California Community Colleges Satellite Network (CCCSAT):**

<http://www.cccsat.org/>

A gateway to free, informative, educational, and entertainment satellite and Internet programming for California Community College faculty and students.

5.12.7. **CCCConfer:** <http://www.cccconfer.org/indexFlash.aspx>

A free e-conferencing tool for California Community College faculty that can be

used for meeting, collaborating, counseling, tutoring, training, office hours, and seminars.

5.12.8. **Multimedia Education Resource of Learning and Online Teaching (MERLOT):** <http://www.merlot.org/>

This site contains a collection of online interactive materials, assignments, and links for students and faculty.

5.12.9. **UCLA Extension Online Teaching for Academic and Business Professionals:** <http://www.uclaextension.edu/otp>

UCLA Extension offers an excellent online certificate program that trains instructors how to teach online. This program, The Online Teaching Program for Academic and Business Professionals, is intensive but can be completed within three quarters; if the instructor is teaching a full load, it is recommended that these courses are stretched out over the course of a year or more.

The six or seven courses are offered entirely online and are designed to prepare educators and trainers for the virtual classroom environment. The program emphasizes both a theoretical base and a practical application of recent theories in distance education, particularly in computer-based learning. The core program is comprised of a sequence of five courses offered each quarter and one required elective.

If you have additional questions about program content and workload, please email Neal Skapura at nskapura@dvc.edu.

5.12.10. **Cal State East Bay Certificate in Online Teaching and Learning:** <http://www.online.csueastbay.edu/>

In order to meet the needs of faculty and trainers who find themselves teaching in the online environment, California State University, East Bay offers an Online Certificate in Online Teaching and Learning. The four courses in the program are offered at the graduate level, and each five-week course offers students 4.5 quarter units. The program is designed to serve the needs of a wide range of educators, including community college faculty. The four courses guide students through the design of pedagogically sound online courses and training modules.

Cal State East Bay also offers a Master of Science in Education with an Option in Online Teaching and Learning, which prepares educators and trainers to design, implement, and teach online courses. Students in the master's program study the practices, theories, and protocols of online teaching and learning while experiencing online learning themselves. The program is accredited by the Western Association of Schools and Colleges (WASC) and is offered entirely online.

5.12.11. **Distance Education Resources:** <http://www2.nea.org/he/abouthe/distance.html>

This page contains a list of links maintained by the National Education Association (NEA) that will take you to high-quality information about distance

learning.

5.12.12. **Distance-Educator.com:** <http://www.distance-educator.com/>

This site contains a wealth of information for online educators, including articles and information about training programs and conferences.

5.12.13. **Search Engine Research:** Using a search engine like www.google.com to review current best practices within the field of teaching is a very useful strategy. Good results can be derived from the following Boolean search: "online teaching" "best practices" and "pedagogy."

5.12.14. **Learning Resources Network (LERN):** <http://www.lern.org>

LERN is an international organization that provides training to faculty and other providers of lifelong learning. Online courses are offered in teaching online, generational learning styles, designing online instruction, building learning communities in cyberspace, how to teach adults, how to engage online learners, and other similar topics.

5.12.15. **ePacks**

ePacks are web-based textbooks that fall somewhere between a text-based website and a website that is robustly developed with multimedia and contains extensive text and test banks. Given this wide variety, it is best if each instructor consults with his/her textbook publisher representative early on in the semester if an ePack is a consideration.

5.12.16. **Creating Engaging and Interactive Online Learning Environments**

"Interaction if the Key in an Online Course":

http://www.techonline.mtu.edu/faculty_services/interaction.htm

Understanding Participation in Online Courses":

<http://itech1.coe.uga.edu/itforum/paper68/paper68.html>

"Building Interaction Into Your Online Course":

<http://ezinearticles.com/?Building-Interaction-Into-Your-Online-Course&id=2648>

Tips to Enhance Online Interaction":

http://www.umuc.edu/facdev/resources/enhance_interaction.html

"Tips for Monitoring Interaction":

<http://www.umuc.edu/facdev/resources/interaction.html>

"Distance Learning Interaction Strategies":

<http://www.netnet.org/instructors/design/interaction/strategies>

6. Student Services

6.1. Accreditation Concerns⁷

Access to student services such as admissions, orientation, financial aid, registration, advisement, tutoring, and other appropriate student services and technical support should be made available. DVC needs to continue to work towards ensuring that all pertinent student services are readily available for online students.

6.2. Admissions & Records

Students may access the Admissions and Records website at <http://www.dvc.edu/admissions/> to get online information for: Application, assessment, registration, late-adds, student records, wait lists, etc.

6.3. Counseling

E-Advising is available via the Counseling Department web page for quick, brief questions. DVC counselors respond to questions pertaining to academic advising issues via email, <http://www.dvc.edu/counseling/e-mail.htm>. However, transcript evaluation is completed through counseling appointments only, not through e-advising.

Counseling 105, Orientation to College, is offered to new students in both online and hybrid formats. Online workshops centered on topics such as choosing majors, careers and transfer information are also scheduled.

6.4. Financial Aid

Every student applying for financial aid at Diablo Valley College is required to successfully complete the Financial Aid 101 Online Seminar. Those students who have taken 30 units or more must successfully complete a Financial Aid Career Online Seminar. Those students who are on Academic Probation, Suspension or Financial Aid Maximum Time Frame must successfully complete a Financial Aid Student Success Online Seminar. Financial aid will not be awarded until the student successfully complete the necessary Online Seminars. Online seminars/workshops may be accessed from home or from DVC campus computers, <http://www.dvc.edu/financialaid/>.

6.5. Student Life

6.5.1. Forms - The Student Life Office has many forms available online at <http://www.dvc.edu/union/forms.htm>. This includes forms and publications for student organizations, housing, graduation, and other student concerns.

6.5.2. Workshops & other student resources – Students can access schedules for workshops hosted in the Student Life Area: College Success Workshops, Brown Bag Lecture Series and Student Leadership Development Workshops – as well as transportation, housing, off campus support services, and health insurance information at http://www.dvc.edu/union/student_life.htm

⁷ Taken from WASC ACCJC Distance Learning Manual (p. 4), <http://www.accjc.org>

- 6.5.3. Academic Dishonesty – Faculty may access the Academic Dishonesty Report Form online at <http://www.dvc.edu/union/ADRF.pdf>. The Student Life Office is working on an online Academic Integrity Seminar, which can be used as an educational sanction for students who violate this policy.
- 6.5.4. Academic Standing – Consistent with state law, DVC enforces District Policy on Probation & Dismissal, which is available online at <http://www.dvc.edu/catalog/current/i/intro9.htm#Probation>. DVC sends students letters notifying them that they are on Level 1 Probation, then, if problems continue, a letter notifying them of Level 2 Probation, and so on to Dismissal. Students who wish to make contact with the Student Life Office may address questions or concerns about their academic status via email (woye@dvc.edu) or phone (ext. 2445), as well as in person. Students who wish to appeal Academic or Progress Dismissal may submit the requested information to the Dean of Student Life and can expect a response in a timely manner.
- 6.5.5. Student Code of Conduct – The Student Code of Conduct is available on line at <http://www.dvc.edu/union/CodeAll.htm>. Students who need to address issues or concerns about the Code are welcome to contact the Dean via email or phone. Any member of the DVC community (faculty, staff or students) may report complaints or allegations of misconduct (including removal for disruption) to the Dean via phone or email or in person.
- 6.5.6. ASDVC – The Associated Students of DVC are online at <http://voyager2.dvc.edu/ASDVC/>.

6.6. Ordering Textbooks

Students may order textbooks online from the DVC Book Center at <http://www.bookcenter.dvc.edu/>.

6.7. Library Services

The DVC Library provides remote and on-campus electronic access to an impressive array of resources including full-text articles from magazines, journals and newspapers; online reference sources (such as encyclopedias, dictionaries, ebooks and handouts such as “Preparing a Works Cited List.” The beginning access point is DVC Library’s home page, <http://www.dvc.edu/library>.

6.8. Tutoring

Online tutoring of students is still being developed by various tutoring labs. But, students may still utilize the multiple tutoring labs on campus that are supported through each department and through the college tutoring center, located on the first floor of the library building near the Media Center, <http://www.dvc.edu/tutoringservices/>.

7. Technical Resources

7.1. Technical Support

In general, students may receive technical support from their online instructors. WebCT students and faculty may receive technical support as described at http://www.dvc.edu/technology/webct_support.htm.

7.2. Media Center

The Media Center (L101) has instructional videos/audios, AV viewing stations for individuals/groups and AV equipment for student check-out.

7.3. Computer Labs

There are many open computer labs for students to use on campus. The primary open lab is the Computer Center, first floor of the library building. To get a list of locations and open hours, go to <http://www.dvc.edu/aim/campuslab.htm>. There are lab assistants and supervisors who can assist with accessing WebCT.

7.4. Wireless Hotspots

Wireless hotspots are accessible throughout campus for getting connected to the Internet. A current list of hotspots is online at <http://www.dvc.edu/technology>.

7.5. CCCConfer Office Hours

CCCConfer at <http://www.cccconfer.org> provides free virtual office hours for any California Community College student and instructor. Faculty and students can interact using the phone and the Internet for meetings, tutoring, counseling and more. It's free!

Appendix A

ONLINE COURSE INPUT FORM

Please complete and submit a separate form for each online course being offered this term. All information in section I should be completed. Complete section II if you would like to have the course meeting information listed in the printed schedule.

SP 20 _____ SU 20 _____ FA 20 _____

I.

COURSE: _____

SECTION #: _____

INSTRUCTOR: _____

INSTRUCTOR'S E-MAIL ADDRESS: _____

COURSE Website URL: _____
(This information *is required* to establish the link to the course website.)

II.

NO FACE-TO-FACE MEETINGS

MEETING DATES, TIME AND LOCATION:
(Only if meeting face-to-face. Contact scheduling for location.)

LOCATION:

DATES/TIMES:

rev: 1/26/05

For Office Use Only
Entered: _____

Appendix B: Accessibility Checklist

Any distance education course that uses resources or materials purchased or leased from a third-party provider or created or substantially modified “in-house” after August 1999 must be accessible to students with disabilities (Sec. 508, 1194.22), unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.

Given these requirements, the instructor should address the following elements or seek help from the Instructional Technology Coordinator if he/she is using any within the course:

- Images and Alt-tags:
 - All images should contain information describing the image in the Alt-tag.
- Tables
 - Use row and column headers in tables
 - Associate cells within tables with the row or column header
- Streaming audio and video:
 - all audio and video used within a course should contain an accompanying caption file unless it results in “undue financial and administrative burdens” on the college.
- E-packs and Supplementary Material:
 - a book publisher representative should provide verification that the course content provided is compliant with Section 508 guidelines.

Appendix C: Guidelines for Implementation (WASC ACCJC)⁸

Curriculum and Instruction

Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.

A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means.

Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students and among students.

Portions of courses delivered through electronic means adhere to the same principles as courses delivered entirely through these means.

Institutional Context and Commitment Role and Mission

Delivery of courses and programs through electronic means is consistent with the institution's role and mission.

Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.

Specific needs of students for whom electronically delivered courses are intended are identified and addressed.

Learning Resources

Appropriate learning resources are available to students who take electronically delivered courses.

Students and Student Services

Students receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.

Students have the background, knowledge, and technical skills needed to successfully use the technology involved in their course work.

Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.

⁸ Taken from WASC ACCJC Distance Learning Manual (pp. 10-11), <http://www.accjc.org>

Commitment to Support

The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically.

The institution gives appropriate consideration to the technical skills and needs of faculty assigned to teach through electronic means.

The faculty evaluation process provides a means to evaluate technical skills when appropriate.

The institution provides faculty training and support services specifically related to teaching via electronic means.

Evaluation and Assessment

The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.

The institution provides for assessment of student achievement in each course and at completion of a program.

Appendix D: Modification of Evaluation Procedure and Forms for Online Instruction

Appendix D-1 (Faculty Evaluation Guidelines, 10/06)

ONLINE CLASSROOM OBSERVATION PROCEDURE

1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
2. In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained. **During this conference the evaluator will also be given an orientation to and instructions for navigating the online classroom.**
3. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet to the evaluator. (See Appendix D-2.) **The evaluatee is responsible for granting the evaluator(s) student access to the online classroom.**
4. The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for online instructors – at least one classroom or lab hour **within a consecutive five-day period**).
5. Class sections of faculty to be evaluated shall be conducted as follows:
 - a. For probationary faculty, the evaluator(s) shall observe different class sections so that a minimum of two different sections are observed.
 - b. For tenured faculty, the evaluatee shall select one or more section(s) to be observed.
 - c. For part-time faculty or faculty emeritus employees, a minimum of one class shall be observed. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed.
6. The documentation used for classroom observation shall include narrative comments. (See Appendix D-3).
7. Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.

The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

APPENDIX D-2 (Faculty Evaluation Guidelines, 10/06)

Online Classroom Observation Information Sheet

(To be completed by the evaluate prior to the online classroom visit)

Course _____ Section _____

Web site URL _____ **User name and password**

Dates of visit (beginning and ending – consecutive five-day period)

Number of students enrolled _____

Instructor _____

Evaluator _____

Please attach your course syllabus.

1. State the objective(s) of the class **for this five-day evaluation period.**

2. Explain how **the content of this evaluation period** fits into the overall class plan.

3. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

Page 1 of 1 White – Evaluator Yellow – Evaluatee Copies to be sent to Evaluatee after signed by all parties.
APPENDIX D-4 (Faculty Evaluation Guidelines, 10/06)

ONLINE STUDENT EVALUATION PROCEDURE FOR TEACHING FACULTY

The evaluator(s) shall select someone from the committee to administer and collect student evaluation questionnaires.

1. For probationary faculty, student evaluations shall be conducted in one or more sections during the first semester and two sections thereafter. The section(s) chosen must be mutually agreed upon by the chair of the committee and the faculty member.
2. For part-time faculty or faculty emeritus employees, student evaluations shall be conducted in at least one section of the course(s) taught by the part-time faculty member or faculty emeritus employee.
3. For tenured faculty, student evaluations shall be conducted from at least thirty students or no more than two sections. The faculty member shall choose the section(s) in which the evaluations shall be conducted.
4. The faculty member will choose when an evaluator will **administer and** collect student evaluations.
5. The evaluator administering the evaluations **will send the evaluation form and instructions** to the class at an agreed-upon time. The evaluator will explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be compiled and presented to the instructor only in summary form. **Appendix (TBD) contains a sample message to send to online students along with the evaluation form.** The evaluator shall collect the student responses, and deliver the data to the chair of the evaluation committee. When student evaluations are completed, the chair shall deliver the forms to the appropriate manager.
6. The manager shall ensure that the student evaluations are confidentially scored and compiled. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be **compiled** for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be compiled upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and compilations of written comments shall be attached to the summary report.
7. Originals of the student evaluations shall be placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - a. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.
 - b. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - c. In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
8. The form used for student evaluations shall be the one shown in Appendix D-5.

Classroom Observation Form For Teaching Faculty

Name of Faculty Member _____ Time and Place Observed _____ Dates _____

Name of evaluator _____ Number of students present _____

Please indicate the extent to which the instructor fulfills each of the criteria listed by choosing one of the following categories:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree NA = Not Applicable

Please add comments in the spaces provided.

	SA	A	D	SD	NA	Comments
1. Included in the syllabus a description of course content, the times and places where office hours are held, the means by which students will be evaluated, grading standards and other relevant information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <u>Maintained regular and effective contact with students.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Made a clear statement of the objective(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Displayed expertise in subject matter appropriate to the assigned discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Presented controversial material in a balanced manner acknowledging contrary views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Regularly assessed the teaching-learning process and modified strategies as necessary to enhance successful learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Conducted class in such a way as to stimulate thinking by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Did not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Recognized the right of students to have points of view different from the instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Treated students fairly and politely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Was attentive to student questions and comments, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

clear and precise in response to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Presented material which conforms to existing course outlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix D-3

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For part-time faculty and faculty emeritus employees, the evaluation committee ought to determine the rating for the following performance criteria: maintained accurate records and submitted reports such as grades and census rosters according to published deadlines.

STUDENT EVALUATION FORM FOR TEACHING FACULTY – ONLINE

Indicate the extent to which the instructor fulfills each of the criteria listed by choosing one of the following categories:

SA=Strongly Agree

A=Agree D=Disagree

SD=Strongly Disagree

NA=Not Applicable

Please add comments in the space provided.

	SA	A	D	SD	NA	COMMENTS
1. At the beginning of the course, the instructor gave out a description of the course requirements, office and lab hours, and the grading policy	0	0	0	0	0	
2. The instructor evaluates me according to the guidelines specified in the course description.	0	0	0	0	0	
3. The instructor maintains regular and effective contact with students.	0	0	0	0	0	
4. To date in this course, I have been regularly informed about what we are covering and what I am expected to know.	0	0	0	0	0	
5. The instructor knows the subject matter of this course.	0	0	0	0	0	
6. When the instructor presents controversial material, it is done in a balanced manner including other views.	0	0	0	0	0	
7. The instructor stimulates my thinking.	0	0	0	0	0	
8. The instructor fairly evaluates my work, and grades me on how well I have learned the course material. When requested, he/she explains the reason for my grade.	0	0	0	0	0	
9. The instructor gives me regular feedback on my work.	0	0	0	0	0	
10. The instructor returns my papers, tests, and other work within two weeks of submission.	0	0	0	0	0	
11. The instructor does not discriminate on the basis of age, gender, disability, nationality, race, religion or sexual orientation.	0	0	0	0	0	
12. The instructor recognizes the right of the students to have points of view different from the instructor's.	0	0	0	0	0	
13. The instructor treats me fairly and politely.						

	0	0	0	0	0	
14. The instructor pays attention to my questions and comments and responds clearly.	0	0	0	0	0	

Appendix D-5
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