

# Ventura College Academic Senate

## Agenda

Thursday, November 15, 2012

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
  - a. Terry Cobos (Field Trip Forms – Time Certain: 1:30 pm)
  - b. Alma Rodriguez (Financial Aid & Distance Education –Time Certain: 1:45 pm)
- IV. Approval of minutes
  - a. November 1, 2012
- V. Study Sessions
  - a. Program Discontinuance of:
    - i. International Students program (Student service operation)
    - ii. Commercial Art program (Degree/Certificate)
    - iii. Drafting: Electronic design program (Degree/Certificate)
- VI. Action Items
  - a. Distance Education Handbook (Second Reading)
  - b. VC Tiering of Courses Rubric & Process (Second Reading)
  - c. Program Discontinuance of:
    - i. International Students program (Student service operation)
    - ii. Commercial Art program (Degree/Certificate)
    - iii. Drafting: Electronic design program (Degree/Certificate)
- VII. President's Report
  - a. Accreditation Site Visit report
  - b. Board of Trustees meeting report
  - c. Administrative Council report
  - d. Statewide Academic Senate Fall plenary session report
  - e. DCAA, DCAS reports
- VIII. Senate Subcommittee reports
  - a. Elections Committee report
  - b. Sabbatical Leaves Committee report
  - c. Staffing Priorities Committee report
  - d. Curriculum Committee report
  - e. Other Senate Committees
- IX. Campus Committee reports
  - a. CPC report
  - b. Other Campus Committees
- X. Adjournment

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.

AND Other academic and professional matters as mutually agreed upon.

**Ventura College Academic Senate**  
**Minutes**  
**Thursday, 1 November 2012    MCW-312**

I. Call to Order

This meeting was called to order at 1:34 p.m. The following senators were present:

Chen, Albert—Social Sciences, Arts, and Humanities  
Forde, Richard—Career and Technical Education  
Guillen, Guadalupe—Student Services  
Haines, Robbie—Senate Secretary  
Hendricks, Bill—Social Sciences, Arts, and Humanities  
Horigan, Andrea—Social Sciences, Arts, and Humanities  
Kim, Henny—English and Learning Resources  
Lange, Cari—Senate Vice President  
Mitchell, Nancy—Career and Technical Education  
Muñoz, Paula—Student Services  
Parker, Jennifer—Career and Technical Education  
Pauley, Mark—Senate Treasurer, Curriculum Co-chair  
Rose, Malia—Mathematics and Sciences  
Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL  
Sezzi, Peter—Senate President

The following guest was present:

Lewis-Huddleston, Gwendolyn—Dean, Social Sciences, Arts, and Humanities

II. Public Comments

No public comments were made.

III. Acknowledgement of Guest—Gwendolyn Lewis-Huddleston, Dean, Social Sciences, Arts, and Humanities

Lewis-Huddleston reported that the current Distance Ed Handbook is a work in progress. The recommendations contained in the “current” distance education handbook (which was Senate approved in 2009) have become outdated and relevant best practices need to be continually evaluated and updated. She informed senators that she is working on replacing Krista Wilbur, who has left VC. The use of our Learning Management System (LMS) Desire 2 Learn (D2L) will most likely continue. While the Distance Education Task Force (now a subcommittee of the recently created ITAC, or Instructional Technology Advisory Committee) is exploring various LMSs in advance of the expiration of the contract with D2L the cost savings associated with other systems would likely not be great enough to offset associated increased costs of re-training to a new LMS. In response to a question, Lewis-Huddleston informed senators that Instructional Technology and Distance Ed are different committees—DE is local, IT is district-wide. Lewis-Huddleston solicited feedback and committed to incorporating changes suggested by faculty.

IV. Approval of Minutes, 18 October 2012

Horigan motioned to approve these minutes, Sanford seconded. The motion carried unanimously.

V. Study Sessions

a. SB 1456

A discussion occurred on the recently passed Seymour-Campbell Matriculation Act of 2012 and the great impacts this will have on all faculty. Sezzi noted that many proposed implementation guidelines are forthcoming from the Statewide Chancellor’s Office so Senators should be prepared to discuss in greater detail proposed changes that will impact all students. We should be prepared for a rich

discussion between instructional and student services faculty on how we shall implement many of these changes at VC and within the VCCCD.

b. Statewide Academic Senate Fall Plenary Resolutions

Sezzi identified several resolutions that seem unclear and/or worthy of discussion. Discussion ensued, including the potential adoption of a free text(book) database by the State for student use, the promotion of “alternative math pathways” for non-STEM students, and endorsing the elementary and secondary school common core standards in mathematics and English.

VI. Action Items

a. Resolution on the Importance and Value of Shared Governance (Second Reading)

Pauley motioned to approve this document, Hendricks seconded. The motion carried unanimously. Sezzi will share this resolution with our sister colleges and will read this before the Board.

b. BP/AP 5010—Admissions & Concurrent Enrollment (Second Reading)

Sezzi asked at the recent DCAA meeting about unclear language in this document regarding “provisional students”. The intent is to allow adults without high school diplomas to take classes within the VCCCD and (most likely) this is boilerplate language from the League template for BPs/APs. Sezzi showed a graph of the District’s concurrent/special admit enrollment data, which showed that VC serves the largest number of concurrently enrolled high school students in the District but that the trend over the past five years has been a steady decline in special admits. The decline (most likely) is attributable to our District’s change a few years ago to changing when special admits enrollment priority now is. Sandford motioned to approve these documents as they are, Pauley seconded. The motion carried 13–1–0, with Muñoz voting “no.”

c. VC ISLO Rubrics on Communication & Scientific/Quantitative Reasoning (Second Reading)

Changes to these rubrics were described by Sezzi. Forde motioned to approve these rubrics, Guillen seconded. A brief discussion ensued about how SLOs constitute a second, parallel evaluation system (along with grades) of student learning. The apparent ACCJC attitude that grades are completely unrelated to learning was discussed and identified as the source of a lot of opposition to SLOs. Sezzi drew several poorly drawn 2D diagrams to illustrate what he thinks the ACCJC was trying to indicate with regards to grades and learning. The motion carried unanimously.

d. VC ISLO 5 year rotational plan (First and Second Reading)

Pauley motioned to approve this plan, Parker seconded. The motion carried unanimously.

e. Statewide Academic Senate Fall Plenary Resolutions (First Reading)

Pauley motioned to have Sezzi vote according to our recommendations (see section V.b., above) unless some new and/or compelling information arises at the meeting, in which case Sezzi should vote according to his best judgment. Forde seconded. The motion carried 13–0–1 with Muñoz abstaining.

f. Distance Education Handbook (First Reading)

It was agreed that teachers should probably drop students who are not participating, so that audits of distance ed courses don’t reveal non-participating students for whose financial aid VC might end up being responsible. The U.S. Department of Education does not provide financial aid to correspondence course schools, so we need to distinguish our distance ed courses from

correspondence courses. Muñoz suggested inviting Alma Rodriguez from Financial Aid back to talk to senators about this topic. Definition of “distance” education was discussed, as were best practices for the teaching of distance ed classes. Sandford motioned to move this document to second reading, Forde seconded. The motion carried unanimously.

g. VC Tiering of Courses Rubric & Process (First Reading)

Changes to this document were identified by Sezzi. Pauley motioned to approve this document, Lange seconded. A discussion ensued in which Sezzi described a timeline of Fall 2013 that he and Calote discussed for the full and complete dissemination/challenging of the tiering of courses presented in this list and the development of departmental proposed rotational schedule for the offering of Tier 2 or Tier 3 courses. Sezzi will update document to reflect discussed elements. The motion carried 13–1–0 with Muñoz opposed.

VII. President’s Report

a. Announcement of Candidates for Senate Officer Positions

Sezzi announced the two candidates nominated for the four vacant Senate officer positions: Art Sandford for President and Peter H. Sezzi for Vice-President. No nominations for Treasurer or Secretary were made. A discussion ensued regarding the procedures involved in appointing a Secretary/Treasurer next term vs. entertaining a write-in candidate before the end of this term.

b. Administrative Council report

Sezzi reported that he was remiss for not mentioning at the last Senate meeting that at the Admin Council before last, the VC Foundation broached the topic of sponsoring/subsidizing certain courses at VC. The advantages and disadvantages of this situation were discussed. The advantages of a “blank check” model of course funding was discussed, wherein the funder (the Foundation in this case) has no say over how or for what courses the funds would be used. Consensus was reached that the blank check model is probably the only acceptable option. Senators requested that Norbert Tan from the Foundation evaluate the implementation of this process at other schools to determine what the pros and cons are likely to be.

c. DCAA report

Sezzi reported that at the last DCAA meeting the body voted quite specifically to affirm that our AP on Enrollment Priorities has not changed and shall remain as is for the Spring 2013 registration period. This vote was in marked contrast to a vote on our AP on Enrollment Priorities that had occurred at DTRW-I the week prior. Despite Sezzi’s inclination, the body chose not to affirm all 632 other BPs/APs that we were also not changing. Other tasks reviewed by DCAA included the composition and charge of the Board of Trustees’ created “subcommittee on general education” as stipulated in Board Goal 1.A.

VIII. Vice President’s Report

a. Department Chair’s & Coordinator’s report

Lange reported that there were presentations made on textbook affordability, institutional SLOs (ISLOs), the new Title V grant, and student success. In addition, Ramiro Sanchez updated the group on SB 1456, Implementation of Student Success Task Force, and statewide changes occurring in the areas of repeatability and enrollment priority.

DRAFT

IX. Senate Subcommittee reports

a. Curriculum Committee report

Pauley noted that a meeting focusing on philosophy and general ed will take place in two weeks, and he requested that suggested proposals for general ed changes be submitted now.

b. Other Senate Committees

Sezzi reports that sabbatical proposals are due today.

X. Campus Committee reports

a. CPC

Program review presentations and defenses of programs considered for discontinuance will be next week. Faculty unhappy with discontinuance outcomes will present to Senate after the CPC meeting.

b. Other Campus Committees

Nothing significant was reported.

XI. Adjournment

This meeting adjourned at 3:28 p.m.

# Ventura College Academic Senate

## Memorandum

Nov. 10, 2012

Senators:

As you can tell by the agenda for this week's regularly scheduled Senate meeting on Thurs, Nov. 15, we will be discussing the potential program discontinuance of three program areas. As you also know, we have both a District procedure (AP 4021) and a local campus implementation for how we are to handle the discontinuance of programs here at Ventura College. This is the first year that our local process will fall under the auspices described in AP 4021 so this is why these programs before they are discontinued must go to the Senate for review.

In a nutshell, our process for program discontinuance is to leverage our locally established data-driven program review process. As you are all aware, program review plans are developed by the people in the areas that they are describing. After the program review document is created, it goes to the division, CPC and then on to the next appropriate body before final decisions are reached on any initiatives. In the case of recommendations for program discontinuance, the next step after CPC is to come to Senate.

For the purposes of program discontinuance, the Executive Team (College President, Executive Vice-President and Vice-President of Business Services) published each spring semester the "VC Planning Parameters." This document lists any programs that the Executive Team is considering to discontinue through our established program review process as stipulated in AP 4021. The "Planning Parameters" are then updated early in the fall semester prior to any programs on campus developing their program review plans. Any program that wishes to contest the consideration of the discontinuance of their program should use the CPC program review process as the means by which to explain why the discontinuance of their program is a recommendation made in error by the Executive Team. This year there were initially five "programs" being considered for discontinuance in the initial draft of the VC Planning Parameters that was published on April 28, 2012 and when the updated version of the VC Planning Parameters was published on August 28, 2012, the list had grown to nine "programs" (with four [4] programs were being considered for complete elimination and five [5] areas only having their degree and/or certificates [but not their constituent courses] being considered for elimination).

At the conclusion of this year's CPC meeting dates where divisional presentations/appeals are heard and also where program discontinuance presentations are made, I can report the following: of the nine (9) programs initially considered for discontinuance, only three (3) remain: International Students program, Commercial Art program (degree and certificate only – not the courses associated thereto) and Drafting Technology: Electronic Design and Manufacturing Option (degree and certificate only – not the courses associated thereto). Now this is perhaps the most vital part of this memorandum: in not one case did any of the three programs being considered for discontinuance above contest the elimination of their programs. In the case of the two instructional programs listed above it bears repeating that the only programmatic items being discontinued are the degrees and certificates **and not the courses associated with said degrees and certificates.**

# Ventura College Academic Senate

## Memorandum

For your convenience, I have included attached to this memorandum the spring (draft) and fall (final) VC Planning Parameters documents. I have also attached for your convenience our own local Senate resolution on program discontinuance that we adopted back in 2009 and have re-affirmed in both 2010 and 2012. Now rather than send you the complete program review reports for the three programs being considered for discontinuance as they vary in length from 20 to 53 pages, I will send you a link to where they are posted online. I will also post these on the Senate website shortly as Supplementary Materials for the Nov. 15 Senate meeting. To view the complete program review plans for the program areas that are being considered for discontinuance, simply point your browser here:

[http://www.venturacollege.edu/college\\_information/institutional\\_effectivness/program\\_review\\_2012-2013.shtml](http://www.venturacollege.edu/college_information/institutional_effectivness/program_review_2012-2013.shtml)

Once you are on the 2012-13 VC Program Review webpage linked above, scroll down the page to the listings for the following (the first one is listed under Student Services Program Review documents lower on the page while the later two are obviously listed under Instructional Program Review documents):

- International Students
- Art
- Drafting

Once again, at the College Planning Council (CPC) meetings this past week each area had the opportunity to discuss before the CPC the potential discontinuance of their programs. As noted earlier in this memorandum, there were nine (9) programs being considered for discontinuance at the start of our program review/discontinuance process. By the conclusion of the CPC meetings this past Wednesday, only three (3) uncontested programs remained as being considered for program discontinuance.

The next steps in the process are that we as a Senate must make a recommendation about these three areas considered for discontinuance. After two readings, the program discontinuance process states that the EVP's and College President's offices consider our recommendations before any proposals are presented before our local governing board (i.e., the Board of Trustees).

I look forward to seeing you all at Senate this upcoming week. As always, if you should have any questions about any of this or about anything else at Ventura College or within the VCCCD, please contact me in person, via e-mail or on the phone. Thanks and see you all later this week.

I am,

Sincerely and collegially,

Peter H. Sezzi  
Ventura College Academic Senate President

## Ventura College FY14 Planning Parameters

These planning parameters, developed by the President, Executive Vice President, and Vice President of Business Services, provide a list of factors and considerations that will influence the administration's resource decisions. These parameters also serve as a context for preparing program reviews and other planning documents in concert with the development of the FY14 budget. (Note: These parameters will be updated again in August 2012, prior to the beginning of the planning/program review process.)

### Budget Environment

#### State

The state General Fund will close the 2011-12 fiscal year with a \$3 billion deficit. In 2012-13, expenditures are projected to exceed revenues by \$10 billion. This would leave the state with a year-end deficit of about \$13 billion, absent any additional budgetary corrections and assuming the passage of the November tax initiative. Accordingly, the Legislature and the Governor will have to address this problem between now and the time the 2012-13 state budget is approved. If the Legislature and the Governor eliminate the state's ongoing annual budget deficit, the focus of their efforts could finally shift away from short-term budget problems and turn to the significant long-term fiscal issues of the state's accumulated budgetary obligations and unfunded retirement liabilities. (*Legislative Analyst Office*)

In two years, California's community colleges have seen state general funds reduced by over \$750 million (18%) amidst skyrocketing fees. Thousands of course sections have been eliminated, and student success programs for both general and special student populations have been severely impacted. (*Community College League of California*)

The state has not funded FTES growth and restoration for the last three years.

#### District

The District's FY12 general fund revenues decreased \$13 million (9.4%) from FY11. The FY13 tentative budget was developed to eliminate a projected budget shortfall of \$8 million: \$3 million attributed to cost inflation, \$3 million in initial FY12 budget deficit and in FY12 triggers, plus an additional \$2 million for protection against the potential failure of the Governor's tax initiative (which could result in an additional \$6.8 million in midyear cuts). The Board has authorized the use of \$4.8 million of reserves in FY13 to cover the remainder of the potential midyear cuts.

Looking ahead to FY14, there is additional concern that the District may have to deal with an additional \$8 million problem: If the tax initiative fails, a more permanent solution to the \$4.8 midyear cuts from FY13 must be addressed, plus additional inflationary expenditure increases of \$3 million, plus any other FY13 on-going midyear reduction.



During the last four years, the District has served 8.5% more students than the state has funded (8,794 FTES). For FY13, the District plan is to reduce the unfunded FTES to 2%. This buffer represents 500 FTES district-wide.

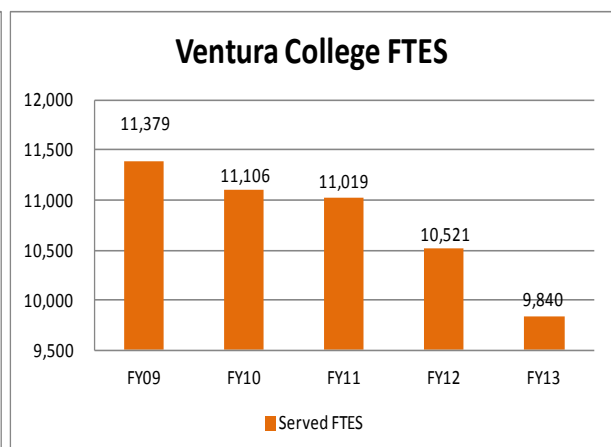
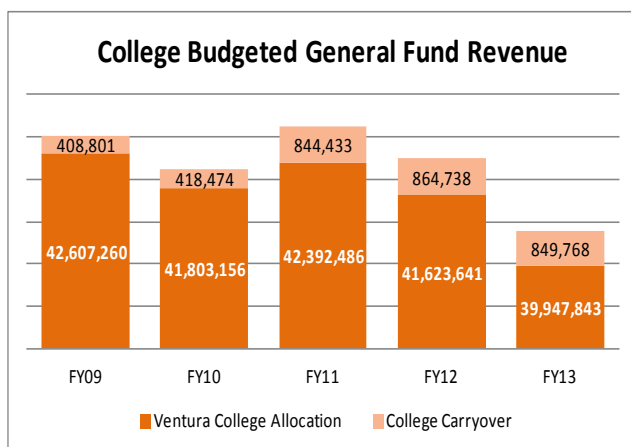
### College

During the last two years the College’s general fund budget allocation has been reduced by slightly over \$2.5 million, while at the same time the College has absorbed almost \$1.5 million in additional costs (benefits, steps, etc.). To balance the FY13 budget, the College implemented the following budget reduction actions:

<b>FY13 Budget Plans (\$8 Million District Reduction)</b>	<b>District</b>	<b>Ventura</b>
Instruction Dollars	3,665,000	1,191,382
<i>Classified - Tied to Instruction</i>	<i>510,000</i>	<i>158,305</i>
<i>Classified - Restructure</i>	<i>1,498,000</i>	<i>459,623</i>
<i>Classified - Financial</i>	<i>732,000</i>	<i>152,121</i>
<i>Classified - Transfers from Grants</i>		<i>(153,721)</i>
<b>Total Classified</b>	<b>2,740,000</b>	<b>616,328</b>
Management/Supervision/Confidential	212,000	144,557
Operating/Other Expenses	1,383,000	601,733
<b>Total Reduction</b>	<b>8,000,000</b>	<b>2,554,000</b>

The College’s portion of the District’s projected FY14 budget problem will be about \$2 million. This is the combined effect projected for state funding decreases and the annual increases in expenses. The College will continue to reduce, integrate and optimize our existing programs and services to sustainably operate within our available resources.

The following two charts illustrate the five year trends for budget and FTES (Full-Time Equivalent Students) reductions:



## College Planning Parameters

### Budget

- In accordance with the budget environment described on pages 1 and 2, a general fund reduction of approximately \$2 million will be identified by January 2013. This amount is slightly less than the \$2.54 million reduction implemented for FY13.
- The administration will continue to look for ways to restructure the organization to provide essential services at reduced operating costs.
- Instructional budgets will continue to be adjusted based on any state workload reductions (number of students funded by the state), while still maintaining a 2% FTES buffer.
- All vacancies will be assessed as they occur to determine if refilling the positions will result in the best use of available funds.

### Instructional Schedules

- The number of courses scheduled will be adjusted to serve 102% of the number of students funded by the state.
- Core tier 1 and tier 2 courses will continue to be the primary offerings of the class schedule. Core tier 1 courses, which have the highest priority for scheduling, are those that provide the straightest path to a degree or certificate and that produce the greatest completions and success rates. Core tier 2 courses are degree or certificate electives that provide greater variety of choice for students.
- The administration anticipates offering a FY14 summer schedule similar in size and scope to the summer schedule offered in FY13.

### Programs and Curricula

- The administration is considering the discontinuation or reduction of the following, pending any compelling arguments that emerge through program review:
  - Biotechnology: This program is also offered at Moorpark College. There is insufficient demand for two such programs in the district.
  - Education: These three courses do not meet general education requirements and do not lead to a degree or certificate.
  - Reserve Academy: This program was designed to meet the unique needs of local law enforcement agencies. Other training options leading to paid employment as a police or sheriff's officer exist in the county.
  - International Students Program: The International Students Office will be eliminated as a separate unit. Following the model already in place at Moorpark College, international students will be served by the office of Admissions & Records.
  - Special Education Courses: Only federally mandated special education courses will be offered.

- Programs will examine the relevance of and completion rates for their degrees, certificates, and proficiency awards. Programs that have awarded less than 8 degrees, certificates, or proficiency awards in the last 4 years will be considered for discontinuation. (Note: A list of programs falling into this category, and thus under consideration for discontinuation, will be provided when these planning parameters are updated in August 2012.)
- Resources from discontinued degrees, certificates, or proficiency awards will be considered to fund new certificates or proficiency awards in Career Technical Education Foundations and Home Health Care.
- General fund operating costs for athletics will be reduced by \$100,000. The coaches and athletic director will be asked to develop the preliminary proposal for this reduction.

## Ventura College FY14 Planning Parameters

These planning parameters, developed by the President, Executive Vice President, and Vice President of Business Services, provide a list of factors and considerations that will influence the administration's resource decisions. These parameters also serve as a context for preparing program reviews and other planning documents in concert with the development of the FY14 budget.

### Budget Environment

#### State

The state General Fund will close the 2011-12 fiscal year with a \$3 billion deficit. In 2012-13, expenditures are projected to exceed revenues by \$10 billion. This would leave the state with a year-end deficit of about \$13 billion, absent any additional budgetary corrections and assuming the passage of the November tax initiative. Accordingly, the Legislature and the Governor will have to address this problem between now and the time the 2012-13 state budget is approved. If the Legislature and the Governor eliminate the state's ongoing annual budget deficit, the focus of their efforts could finally shift away from short-term budget problems and turn to the significant long-term fiscal issues of the state's accumulated budgetary obligations and unfunded retirement liabilities. *(Legislative Analyst Office)*

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The state has not funded FTES growth and restoration for the last three years.

#### District

The District's FY12 general fund revenues decreased \$13 million (9.4%) from FY11. The FY13 tentative budget was developed to eliminate a projected budget shortfall of \$8 million: \$3 million attributed to cost inflation, \$3 million in initial FY12 budget deficit and in FY12 triggers, plus an additional \$2 million for protection against the potential failure of the Governor's tax initiative (which could result in an additional \$6.8 million in midyear cuts). The Board has authorized the use of \$4.8 million of reserves in FY13 to cover the remainder of the potential midyear cuts.

Looking ahead to FY14, there is additional concern that the District may have to deal with an additional \$9 million problem: If the tax initiative fails, a more permanent solution to the \$4.8 midyear cuts from FY13 must be addressed, plus additional inflationary expenditure increases of \$3 million, plus any other FY13 on-going midyear reduction.

During the last four years, the District has served 8.5% more students than the state has funded (8,794 FTES). For FY13, the District plan is to reduce the unfunded FTES to 2%. This buffer represents 500 FTES district-wide.

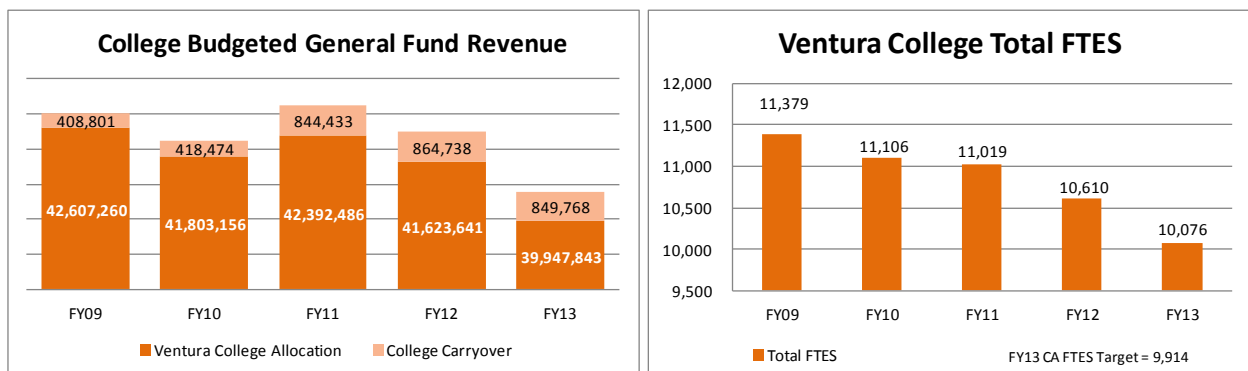
College

During the last two years the College’s general fund budget allocation has been reduced by slightly over \$2.5 million, while at the same time the College has absorbed almost \$1.5 million in additional costs (benefits, steps, etc.). To balance the FY13 budget, the College implemented the following budget reduction actions:

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<b>Total Reduction</b>	<b>8,000,000</b>	<b>2,554,000</b>

The College’s portion of the District’s projected FY14 budget problem may be about \$3 million. This is the combined effect projected for state funding and workload measure decreases and the annual increases in expenses. The College will continue to reduce, integrate and optimize our existing programs and services to sustainably operate within our available resources.

The following two charts illustrate the five year trends for budget and FTES (Full-Time Equivalent Students) reductions.



In FY13 (this year) the College is planning to serve 10,076 total FTES, of which 9,914 are California reimbursable. California reimbursable FTES exclude all non-residents and some high school student FTES.

## College Planning Parameters

### Budget

- In accordance with the budget environment described on pages 1 and 2, a general fund reduction of approximately \$3 million will be identified by January 2013. This amount is approximately \$500 thousand more than the \$2.54 million reduction implemented for FY13.
- The administration will continue to look for ways to restructure the organization to provide essential services at reduced operating costs.
- Instructional budgets will continue to be adjusted based on any state workload reductions (number of students funded by the state), while still maintaining a 2% FTES buffer.
- All vacancies will be assessed as they occur to determine if refilling the positions will result in the best use of available funds.

### Instructional Schedules

- The number of courses scheduled will be adjusted to serve 102% of the number of students funded by the state.
- Core tier 1 and tier 2 courses will continue to be the primary offerings of the class schedule. Core tier 1 courses, which have the highest priority for scheduling, are those that provide the straightest path to a degree or certificate and that produce the greatest completions and success rates. Core tier 2 courses are degree or certificate electives that provide greater variety of choice for students.

### Programs and Curricula

- The administration is considering the discontinuation of all services, courses, degrees, certificates and/or proficiency awards in the following areas, pending any compelling arguments to the contrary that emerge through program review:
  1. Biotechnology: This program is also offered at Moorpark College. There is insufficient demand for two such programs in the district.
  2. Education: These three courses do not meet general education requirements and do not lead to a degree or certificate.
  3. Reserve Academy: This program was designed to train volunteer workers to meet the unique needs of local law enforcement agencies. Other training options leading to paid employment as a police or sheriff's officer will continue to exist in the county.
  4. International Students Program: The International Students Office would be eliminated as a separate organizational unit. Instead, services provided to international students would be offered through the office of Admissions & Records.
- Programs will examine the relevance of and completion rates for their degrees, certificates, and proficiency awards. Programs that have awarded less than eight degrees or certificates in the last four years will be considered for discontinuation as

degrees and/or certificates **(although core courses associated with the subject discipline and/or leading to transfer or employment will still continue to be offered).**

From the data, it appears that the following programs fall within this category:

1. Art: Fine Art
  2. Commercial Art
  3. Drafting: Electronic Design
  4. Machine Technology
  5. Medical Assistant [Note: This certificate is not the same as the BUS V97, Multi-Skilled Medical Assistant program.]
- Resources from discontinued degrees, certificates, or proficiency awards will be considered to fund new certificates or proficiency awards in Career Technical Education Foundations and Home Health Care.
  - General fund operating costs for athletics will be reduced by \$100,000. The coaches and athletic director will be asked to develop the preliminary proposal for this reduction.

**Ventura College Academic Senate\***  
Resolution on the Program Discontinuance ONLY through Program Review

Be it resolved by the Ventura College Academic Senate that:

**Whereas**, we have diligently participated in and partnered with our District colleagues in the development of a District Administrative Procedure regarding Program Discontinuance (AP 4021 Program Discontinuance)

And

**Whereas**, all three colleges have their own distinct and functioning planning systems and resource allocation processes and models that should be respected and honored as much as possible regardless of financial exigencies and fiscal crises

**Therefore Be It Resolved**, the current college programs and class schedules be respected; and further that no irregular or extraordinary tactics, strategies or techniques be employed (such as decimating the number of classes scheduled or the removal of necessary ancillary resources that are essential for the viability of classes or programs) to effect the discontinuance of a program in lieu of working through existing, regular, open and transparent planning processes.

\*First Draft by P. Scott Corbett (Sept 4, 2009); Second Draft by VC Senate Exec (Sept 15, 2009); Presented to the Senate Council for First Reading Sept 17, 2009; Presented as a Second Reading and Adopted Oct 3, 2009. Reaffirmed by the Senate Council in 2010 (By acclamation on Oct 7, 2010) and again in 2012 (First Reading Sept 6, 2012; Second Reading Sept 20, 2012).



**VENTURA COLLEGE  
DISTANCE EDUCATION  
HANDBOOK**

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## ABOUT THIS HANDBOOK

The purpose of this handbook is to serve as a resource for faculty teaching online or interested in teaching online. It provides information about resources, support, policies, and procedures in distance education at Ventura College.

The Ventura College Distance Education Handbook was prepared by the college's Instructional Technologist, Instructional Design Specialist, Dean of Distance Education, the Distance Education Committee, and the Academic Senate. Special thanks to: (INSERT NAMES AFTER IT'S BEEN APPROVED OF THOSE WHO HELPED FROM DIFFERENT COMMITTEES).

## WELCOME

Welcome to the Distance Education department at Ventura College! ~~Distance education is a rapidly growing area of education, one that has many benefits for faculty and students alike. It is a way to accommodate returning students who work during traditional school hours, students with a conflicts in the class schedules, students from other colleges and universities attempting to fulfill lower division graduation requirements, and students who live out of the area. At its best, distance education provides not only convenience, but coursework that is comparable in quality to traditional, on-campus classes.~~ Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance Education courses are ideal for independent, self-directed, and motivated students who have functional computers at their home or office and have access to broad band internet on an ongoing basis. Distance Education has become a common learning method for students who are seeking to achieve their educational goals.

Many faculty members who are interested in teaching online do not know where to start. They have heard about distance education from other faculty members and are curious. This handbook serves as an introduction to the distance education world, detailing the requirements and best practices of a distance education course. It also includes forms, a frequently asked questions section, and further resources where faculty can obtain more information should they need it.

Welcome to distance education!

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## INTRODUCTION TO DISTANCE EDUCATION AT VENTURA COLLEGE

The distance education/instructional technology department provides support for faculty teaching distance education courses. For obtain more information about distance education at Ventura College than is covered in this handbook, please utilize one of the following resources:

Dr. Gwendolyn Lewis-Huddleston, Dean of Social Sciences, Humanities, & Distance Education  
gklewishuddleston@vcccd.edu | 805-654-6388  
LRC 353

Krista WilburVacant, Instructional Technologist  
kwilbur@vcccd.eduVacant | 805-654-6400 x1267  
LRC 147

Erica Tartt, Instructional Design Specialist  
etartt@vcccd.edu | 805-654-6400 x1261  
LRC 146

There are many good resources available online as well to support faculty needs in distance education and other instructional technologies. The following websites may be of use in helping with a first line of support:

General Ventura College Information for Distance Education  
[http://www.venturacollege.edu/online\\_services/online\\_classes/index.shtml](http://www.venturacollege.edu/online_services/online_classes/index.shtml)

General Distance Education Help from the District  
[http://www.vcccd.edu/departments/information\\_technology/distance\\_education\\_help/](http://www.vcccd.edu/departments/information_technology/distance_education_help/)

Online Student Tutorial for Desire2Learn  
[http://www.vcccd.edu/departments/information\\_technology/distance\\_education\\_help/D2L\\_Tutorial/index.shtml](http://www.vcccd.edu/departments/information_technology/distance_education_help/D2L_Tutorial/index.shtml)

Desire2Learn Community  
This site requires registration prior to access.  
<https://community.desire2learn.com/index.asp>

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## DEFINITIONS

Distance education comes in a variety of different forms. Distance education is defined by the Accrediting Commission for Junior and Community Colleges, a part of the Western Association of Schools and Colleges (WASC), in its Policy on Distance [Learning Education](#), including Electronically-Mediated Learning, "as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students." At its very basic, distance education is instruction in which the student and the instructor are separated by distance and interact through a other means. There are multiple methods of delivering a course, or any part of it, from a distance.

### ONLINE

An online distance education course takes place primarily online through the use of the internet and a learning management system. ~~Occasional face-to-face meetings may be required, such as an orientation or to take a midterm or final, but the bulk~~ Face-to-face meetings are not required and all of the work is completed independently and submitted online by the student. A course is considered online when 100% of the instruction is conducted online.

### HYBRID/PARTIALLY-ONLINE

~~Hybrid-Partially-online~~ courses are typically offered partly online and partly on-campus. Partially-online courses include those courses with required orientations and/or testing sessions on campus. If a course is considered hybrid, 51% or more of the instruction occurs online.

### WEB-ENHANCED

~~From a technical standpoint,~~ These courses are not distance education courses. Instruction takes place entirely in the classroom with an online supplementary component. For instance, the instructor may use the learning management system to share with students their grades, to upload large files such as a PowerPoint for students to view, or to promote the use of the dDiscussion Board (to name only a few).

### TELECOURSE

~~The delivery method for telecourses comes through the television. This can occur in several format: students may be required to purchase DVDs or VHS tapes with lectures and other information on them, they may be required to watch local programming at a designated time, or they may be expected to do some combination of the two. Tests typically take place on-campus. The bulk of the coursework is done off-campus, however.~~

All distance education courses are worth the same amount of units/credits as their face-to-face counterparts. Each class uses a textbook, has a syllabus, and requires instructors to have regular contact with students, much the same way a traditional on-campus class does. The content is the same; it is simply the method of delivery that is different. The rigor of the course meets or exceeds that of face-to-face classes, in part because of the time requirements online classes require.

## LAWS PERTAINING TO DISTANCE EDUCATION

<u><b>Title 5, section 55200</b></u> <u><b>Definition and Application</b></u>	<u>Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.</u>
<u><b>Title 5, section 55202</b></u> <u><b>Course Quality Standards</b></u>	<u>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 55002.</u>
<u><b>Title 5, section 55204</b></u> <u><b>Instructor Contact</b></u>	<u>All approved courses offered as distance education shall 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. Additionally, students with disabilities should not simply be offered communication; the communication should be as effective as it is for students without disabilities. (See more detailed guidelines below.)</u>
<u><b>Title 5, section 55206</b></u> <u><b>Separate Course Approval</b></u>	<u>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.</u>

### **GUIDELINE FOR SECTION 55376**

*This section defines what contact must be maintained between instructor and student depending upon whether the distance education course is transferable or not.*

*Subsection (a) stresses the historical obligation for the instructor of record in a transferable distance education course to have regular personal contact with enrolled students. The use of the term "regular personal contact" in this context suggests that students should have a frequent opportunity to ask questions and receive answers in-person from the instructor of record. Restatement of this obligation was encouraged by the University of California in order that the transferability of existing distance education courses might not be jeopardized.*

*Subsection (b) honors the principle that for newly authorized nontransferable distance education courses, there are a number of different kinds of acceptable interaction between instructor and student, not all of which may require in-person contact. Thus, during the trial period, districts will need to locally define "regular contact," including how often, and in what manner instructor student interaction is achieved. On the other hand, districts are not authorized to redefine "fully interactive" as found in the guideline to Section 55370.*

*It is important that districts document how regular contact is achieved as this information will bear upon the overall evaluation of distance education during the trial period as provided in the Board of Governors' Standing Order 409 and cross-referenced in Section 55317(c). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each distance education course or section. As indicated in the Guideline to Section 55317, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards.*

## **ACCESSIBILITY OF ~~VC~~ VENTURA COLLEGE DISTANCE LEARNING EDUCATION COURSES FOR STUDENTS WITH DISABILITIES**

In planning or revising a distance ~~learning-education~~ course, it is important to be aware of possible accessibility concerns that may arise for students with disabilities and to be aware that planning at the front end can result in a course that reflects the principles of Universal Design. This means that the course is designed to be usable and accessible to all students.

Ensuring accessibility expands the market for distance ~~learning-education~~ courses and supports the open enrollment policies of the California Community College system. In addition, there are policy and legal mandates regarding access. The following are relevant legal requirements:

<b>Federal Rehabilitation Act of 1973, Section 504</b>	Prohibits discrimination on the basis of disability in educational settings which receive federal dollars.
<b>Federal Rehabilitation Act of 1973, Section 508 (revised)</b>	Requires equal access to telecommunications, which is defined to include services and programs delivered via the Internet. The State Attorney General for the CCC has ruled that Section 508 applies to <del>distance learning</del> distance education offered by the CCC system schools. Instructors bear the responsibility of making their classes accessible to <b>all</b> students prior to the start of the class. Students with disabilities should not have to request special accommodations because the course is not accessible, nor are they required to reveal their disability.
<b>Federal Americans with Disabilities Act (ADA)</b>	Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.
<b>California Title 5</b>	Prohibits discrimination on the basis of disability.

### **CCC Chancellor's Guidelines:**

The Office the Chancellor for the California Community College System has issued a document entitled, Distance Education: Access Guidelines for Students with Disabilities. The document is available at:

~~[www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf](http://www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf)~~  
~~[http://www.htctu.net/publications/guidelines/distance\\_ed/disted.htm](http://www.htctu.net/publications/guidelines/distance_ed/disted.htm)~~ or  
~~[http://www.htctu.net/publications/guidelines/distance\\_ed/distedguidelines.pdf](http://www.htctu.net/publications/guidelines/distance_ed/distedguidelines.pdf)~~

~~This guide was updated in January 2011.~~ The guidelines are comprehensive and include strategies for addressing access concerns with all ~~distance learning~~distance education formats, including on-line education. ~~The guidelines also address changes in laws that pertain to distance learning~~distance education.

### **Highlights include:**

- ~~• All new [developed after 8/99] Distance Learning (DL) courses or components of courses must be accessible to students with disabilities in their initial design.~~
- ~~• All existing DL courses or DL components of courses must be made accessible when they are updated.~~

- ~~Existing DL courses or DL components of courses must be made accessible if a qualified student enrolls in the course and makes a request.~~
- ~~All existing [before 8/99] DL courses or DL components of courses must be made accessible at the time of the course review (6 year cycle).~~
- ~~All DL courses and DL components of courses will be accessible at the end of the 6 year period following the issuance of the guidelines [8/05].~~
- ~~Content from external links provided by the instructor, if essential elements of the course, must be made available in an accessible format for students with disabilities if the Web site linked to has access problems.~~

While the specifics of the Chancellor's guidelines may seem technical and some of the requirements for making materials accessible may sound difficult, the Educational Assistance Center's (EAC) Alternate Media program is available for consultation, technical assistance, and, if needed, the actual revision of materials into accessible formats. As a part of the Curriculum Committee process, you are required to have at least one meeting with the Alternate Media staff prior to submitting your course for review.

**Course Content vs. Course Design/Format:**

The Curriculum Committee process at Ventura College is designed to review and approve course content, learning goals, etc. This is different from the issue of accessible design. The specific design (format) of a course will be dependent on the instructor teaching and designing the course and can vary from instructor to instructor. However, all courses scheduled for even some instruction in a [distance learning distance education](#) format must be accessible for students with disabilities. In recognition of this, the Ventura College [Distance Learning Distance education](#) Committee has implemented a separate process for ensuring that course design meets accessibility standards before the course can be placed in the VC Schedule of Classes.

**EXAMPLES OF GENERAL DISTANCE EDUCATION ACCESS ISSUES AND POSSIBLE SOLUTIONS**

<b>Media</b>	Online
<b>Access Concern</b>	Students who use assistive technology may not be able to access online information, depending on the design of the course Web pages. Multimedia content needs special attention to address access concerns. Some Web technology does not currently have an accessibility strategy.
<b>Solution(s)</b>	Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java-based Chat)
<b>Resources</b>	<a href="#">Section 508 Government Website (contains most recent updates)</a> <a href="http://www.section508.gov/">http://www.section508.gov/</a>

<b>Media</b>	Print
<b>Access Concern</b>	Students who are blind or visually impaired will not be able to read standard printed materials.
<b>Solution(s)</b>	Braille, e-text, large print, audiotape.
<b>Resources</b>	<a href="#">Students who require assistance with printed materials should work directly with the Educational Assistance Center (805-654-6300) to develop appropriate accommodations; the EAC will work with students who require any of the</a>



	<a href="#">alternate print medias listed above.</a>
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<b>Media</b>	Audio Conferencing – Telephone
<b>Access Concern</b>	<ul style="list-style-type: none"> <li>• Students who are deaf or hard of hearing can't hear it.</li> <li>• Students with speech problems can't respond over the system.</li> </ul>
<b>Solution(s)</b>	<ul style="list-style-type: none"> <li>• Text Telephones (TTY).</li> <li>• Telecommunication. Devices for the Deaf (TDD).</li> <li>• Telephone Relay System (TRS).</li> <li>• Web-based "live chat" programs with "real-time" transcription.</li> </ul>
<b>Resources</b>	<a href="#">CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing</a>

<b>Media</b>	Video Conferencing/Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.
<b>Access Concern</b>	<ul style="list-style-type: none"> <li>• Blind/low vision can't see it.</li> <li>• Deaf/hard of hearing can't hear it.</li> <li>• Those with speech impairment can't readily participate.</li> <li>• Supplemental print materials inaccessible to blind/low vision students.</li> </ul>
<b>Solution(s)</b>	<ul style="list-style-type: none"> <li>• Real-time closed or open captioning of broadcasts. (Deaf/HOH)</li> <li>• Use of Sign Language interpreter in small window on video screen. (Deaf/HOH)</li> <li>• Use of Sign Language interpreter in location of the student.</li> <li>• Descriptive captioning (Blind/Low Vision).</li> <li>• To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live Web-based chat.</li> <li>• Supplemental print materials in appropriate alternate format.</li> <li>• Real-time descriptive narration or descriptions by the instructor of visual</li> <li>• Objects which have significant instructional content as a part of the course dialogue/lecture.</li> </ul>
<b>Resources</b>	<a href="#">CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing</a>

<b>Media</b>	Video Transmission (Pre-recorded)
<b>Access Concern</b>	<ul style="list-style-type: none"> <li>• Blind/low vision can't see it.</li> <li>• Deaf/hard of hearing can't hear it.</li> <li>• Supplemental print materials inaccessible to blind/low vision students.</li> </ul>
<b>Solution(s)</b>	<ul style="list-style-type: none"> <li>• Closed or open captioning of broadcasts. (Deaf/HOH)</li> <li>• Use of Sign Language interpreter in small window on video screen. (Deaf/HOH)</li> <li>• Use of Sign Language interpreter in location of the student.</li> <li>• Supplemental print materials in appropriate alternate format.</li> <li>• Real-time descriptive narration of significant visual elements.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">INTELECOM videos (precaptioned; can be embedded into online classes)</a></li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <a href="#">Captioning</a></li><li>• <a href="#">YouTube &amp; Google captioning</a></li><li>• <a href="#">CaptionTube</a></li><li>• <a href="#">Overstream (for videos you don't have the rights to)</a></li></ul> |
|--|---|

[Should you have questions regarding accessibility and online classes, or need further clarification, you can contact any of the distance education resources listed on page three \(3\) of this document. Further, you can also contact the Alternative Media Specialist by calling 805-654-6400 x1278.](#)

## PROCESS FOR OBTAINING AN ONLINE CLASS

Page Holder for the process proposed by Gwendolyn – once approved by the Academic Senate, the process will be placed here. The first step for any class to be offered partially or fully online is to be approved through the curriculum committee to be offered in a distance education format. The following forms are samples of the curriculum committees requirement for distance education approval for any course at the Ventura College institution. Please note that it is required to supply the curriculum committee with information as to how this course will be taught and how regular and effective contact will be met when teaching this course as a partially or fully online session. (We will put a pdf copy here for the final handbook so the formatting will remain.)

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[CurricUNET Home](#)

[Build](#)

[Courses](#)

[Edit Course](#)

[Edit Course](#)

[V 01](#)

[Test Course](#)

[YODA-VC Curricunet](#)

[Test System](#)

[Resendiz, Linda](#)

[Test Course YODA 01](#)

[Units/Hours page must](#)

[be marked complete.](#)

[Course Fees must be](#)

[marked complete.](#)

[must be marked](#)

[complete.](#)

[Course Requisites](#)

[must be marked](#)

[complete.](#)

[Requisite](#)

[Justification must be](#)

[marked complete.](#)

[Objectives must be](#)

[marked complete.](#)

[Course Content must](#)

[be marked complete.](#)

[In Class Assignments](#)

[must be marked](#)

[complete.](#)

[Evaluation Methods](#)

[must be marked](#)

[complete.](#)

[Representative Texts](#)

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[Links](#)

[Academic Senate](#)

[Curriculum Site](#)

[Governet](#)

[Minimum Qualifications](#)

[Special Characters](#)

[Taxonomy](#)

[Please Remember To Save Work Before Navigating Off Of Page.](#)

[Distance Ed Materials](#)

[Distance Education Definition: A course taught completely on](#)

[campus and with web materials is a Web Enhanced course. A](#)

[course that is taught less than 100% online is a partially online](#)

[Course Distance Ed](#)

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**course. A course taught 100% using Distance Education modalities is a fully online/Distance Ed course.**

This course has already been approved by the Curriculum Committee as Distance Education. No substantive changes have been made to the course outline that would affect the Distance Education modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).

This is a new proposal for Distance Education for this course, or an existing course has been substantively changed and its approval as Distance Education should be revisited. The faculty member completing this form will be teaching the course in the Distance Education modality.

**YES: NO:** I have met with the Assistant Dean of Distance Education or designee and discussed the guidelines required for "regular personal contact" between the student and instructor.

**YES: NO:** This is either a new course or the existing course outline has been updated and/or revised, and submitted for curriculum review.

**YES: NO:** The faculty member proposing this course for Distance Education has attended a Ventura College Orientation to Distance Education and/or has met with the Assistant Dean of Distance Education or designee.

**YES: NO:** All faculty teaching this course as Distance Education will attend a Ventura College Orientation to Distance Education and/or meet with the Assistant Dean of Distance Education or designee.

**Indicate how your interaction time with students is divided. Total percentages should equal 100%.**

**TV Class**

**Internet**

**Teleconferencing**

**Live Interaction**

**Other Yes No**

**Regular personal contact between the student and the instructor is required and will be maintained through the following modalities (check all that apply):**

**Regular**

**Personal Contact**

**E-mail**

**Discussion Boards (asynchronous**

**Dialogue)**

**Chat (Synchronous Dialogue)**

**Video Conferencing**

**Phone**

**Face to Face (by request)**

**Estimate the percentage of time for each interaction listed below.**

**Student to**

**Instructor**

**Instructor to**

**Student**

**Course Checklist**

**Main**

**Cover**

**Units/Hours**

[Instructional Materials](#)

[Fee](#)

[Requisites](#)

[Requisite Justification](#)

[Entrance Skills](#)

[Course Objectives](#)

[Course Content](#)

[Lab Content](#)

[In Class Assignments](#)

[Outside Assignments](#)

[Instructional Modes](#)

[Evaluation Methods](#)

[Distance Ed](#)

[Representative Texts /](#)

[Instructional Materials](#)

[Additional Resources](#)

[Attached Files](#)

[General Ed \(Optional\)](#)

[Student Learning](#)

[Outcomes \(Optional\)](#)

[Minimum Qualifications](#)

[Core Skill Sets](#)

[\(Optional\)](#)

[All Fields](#)

[Communication](#)

[Codes/Dates](#)

[Legend](#)

[Spell Check](#)

[Help](#)

[Edit](#)

[Delete](#)

[Move Item Up](#)

[Move Item Down](#)

[\\* Indicates Required Field](#)

[Help](#)

There is currently no  
help available for this

page.

[Edit More](#)

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[Student to](#)

[Student](#)

[Exams will be](#)

[given as follows: On Campus](#)

[Online](#)

**YES: NO:** A designee of the department proposing this course change has met with the Assistant Dean of Distance Education or designee and discussed the design of this course including course tools, assignments and activities, assessment strategies, and best practices.

**YES: NO:** I understand that the implementation of this course will require ensuring that its design and the technology used to deliver it are accessible to students with disabilities. A designee of the department proposing this course change has reviewed the proposed technology for this course with the Assistant Dean of Distance Education or designee and with the Educational Assistance Center's (EAC) Alternate Media Specialist who has

determined that the course can be made accessible when it is being designed. The department further understands that this course, once designed, will not be placed in the course schedule without certification by the EAC as being accessible to students with disabilities.

[Save Finish](#)

[Governet](#)

[CurricUNET - Ventura http://www.curricunet.com/ventura/build/courses/c\\_builder/e\\_dist\\_ed\\_ma...](http://www.curricunet.com/ventura/build/courses/c_builder/e_dist_ed_ma...)

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Once a course is approved by curriculum committee to be offered partially or fully online the next step is assuring that a faculty member has received the necessary training to build and teach an online course using the district approved Learning Management System (LMS).

Currently the distance education team offers a fully online training for faculty. This four week course covers: the basics on best practices for student learning in a distance education format, how to maintain regular and effective contact, how to operate within the district approved LMS, and best practices for setting up a distance education class with hands on experience. We currently ask that all faculty wishing to teach in the distance education platform attend this training prior to being given a partially or fully distance education class to teach. In addition the distance education team provides numerous group trainings throughout the semester on reviews of basic practices to more complex use of technology to enhance the distance education experience. Please refer to the distant learning web site for an up to date schedule of these training opportunities.

The scheduling of faculty to teach in a distance education format is the prerogative of the Dean and Department chair of a given area. Please see the agreement between the faculty union and management for details regarding the assignment of distant learning courses.

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**STEPS TO DEVELOPING YOUR QUESTIONS TO HELP YOU DEVELOP A DISTANCE EDUCATION COURSE**

Translating a face-to-face class into an online class, or creating an online class from scratch, can be a daunting task. Below are some questions that offer guidance and insight as you work on your class. Please note that these questions are not mandatory questions or steps you must take; rather, they are intended as a resource to help you think about the various aspects of planning a thoroughly-developed online course.

<p><b><u>Design</u></b></p>	<ul style="list-style-type: none"> <li>• <u>Before a distance education course can be developed, the need of the course should be determined and whether a face-to-face course on campus can meet that need.</u></li> <li>• <u>In determining the need for a new distance education class, it is important to analyze the audience. Who are the students expected to take the proposed distance education course? In what ways will they benefit from taking this distance education course? What type of distance education course will best benefit them – online or partially online?</u></li> </ul>
<p><b><u>Development</u></b></p>	<ul style="list-style-type: none"> <li>• <u>Create the content outline for the class. What topics and information will be covered in the distance education course?</u></li> <li>• <u>Review what materials, such as textbooks, exist that might be used with the course. Important to note: just because a textbook or another material works well in a traditional, face-to-face course does not mean that it will work as effectively in a distance education mode. It is important to use the needs to at anticipated audience (determined above) in shaping the course.</u></li> <li>• <u>Create a syllabus. How will students learn the material – will there be independent reading? Discussion questions to</u></li> </ul>

answers? What topics will be covered each week? While the first step in the development process was a general outline, this step involves creating a semester-long lesson plan, in essence. What topics will be covered each week?

- Consider the different tools within Desire2Learn. Which tools would be useful in delivering the content and meeting the learning outcomes you envision for your course? Which tools might not work as well? (Please see the next page for a list of tools available within the Desire2Learn system.)

#### Design:

• Before a distance education course can be developed, the need of the course should be determined and whether a face-to-face course on campus can meet that need.

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• In determining the need for a new distance education class, it is important to analyze the audience. Who are the students expected to take the proposed distance education course? In what ways will they benefit from taking this distance education course? What type of distance education course will best benefit them—online or hybrid?

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• If the need for a new distance education class is sufficient enough to warrant its development, then goals should be established for the course specific to the distance education format.

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#### Development:

• Next it is time to create the content outline for the class. What topics and information will be covered in the distance education course?

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• Once the content has been determined, it is important to review what materials, such as textbooks, exist that might be used with the course. Important to note: just because a textbook or another material works well in a traditional, face-to-face course does not mean that it will work as effectively in a distance education mode. It is important to use the needs to at anticipated audience (determined above) in shaping the course.

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• When the content and materials to be used have been outlined and decided upon, it is time to organize and develop that content. This is the place to create a syllabus. How will students learn the material—will there be independent reading? Discussion questions to answers? What topics will be covered each week? While the first step in the development process was a general outline, this step involves creating a semester-long lesson plan, in essence. What topics will be covered each week?

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• Before the content of the course can be transferred from an outline to an actual course shell, the instructor should arrange to meet with someone from the Distance Education office to review the learning management system if they are not familiar with it.

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• When a detailed outline or lesson plan of the course and materials has been created, it is time to develop the course using the learning management system. Being familiar with the learning management system is crucial from here on out. Any questions not answered in the previous training session(s) should be asked now. Based on the learning management system's available tools, all parts of the course need to be outline/developed, including discussion questions, assignments, quizzes and tests, student participation requirements, and chat requirements (if any). These are only a few



of the possible tools that might be utilized in the creation of the course, and it is important to note that not every tool will be used in every class. For instance, a class such as philosophy, which requires extensive discussion, will use the discussion board far more frequently than a course such as beginning algebra.

- In addition to a training session for the learning management system, a meeting between the proposed instructor and Distance Education, must be arranged to review and sign the Distance Education form (included in this Handbook as well as the Curriculum Handbook). The form must be typewritten. If the proposed instructor is unable to type the form, he or she can bring it to the meeting with the representative of Distance Education where it can be typed.

This meeting will review the course syllabus, determine the number of hours and percentage the course will be offered in a distance education format, give a brief description of why the instructor feels students will benefit from a distance learning mode of instruction in this course, how regular personal communication with and between students will occur in the proposed course, and address examples of assignments, other graded activities and where exams will be administered.

In preparation for submitting your Distance Learning course to the Curriculum Committee, you will need to schedule a meeting to discuss accessibility with the EAC's Alternate Media Specialist by calling extension 1278 or 6300. This meeting is required before the EAC will sign off on the Distance Learning form of your course outline. Sign-off by the EAC is required before your course can be scheduled for review by the Curriculum Committee. **This form must be signed for every new instructor to teach an online course, even if they are teaching a class that is already taught in a distance education format and they are using the same content as another distance education course.**

#### Evaluation:

- After creating and organizing the proposed course, followed by meeting with the Assistant Dean of Distance Education, the course will be evaluated by the Curriculum Committee, who will review the course as well as its goals and objectives.
- Based on any comments from the Assistant Dean of Distance Education and the Curriculum Committee, any needed revisions should be made and resubmitted for approval.
- Once your course is approved by the Curriculum Committee, you will be doing the actual writing and design of your course. Prior to and during this process, you are encouraged to work with the EAC to ensure that your course is accessible. It is easier to design access into the course at the beginning than to make revisions later. Remember, the course will need certification of accessibility from the EAC before it can be offered/placed in the Schedule of Classes.

*Adapted from Distance Education At A Glance, Guide 3: Instructional Development for Distance Education; University of Idaho; <http://www.uiweb.uidaho.edu/eo/dist3.html#Design>*

## **CHECKLIST FOR DEVELOPING YOUR DISTANCE EDUCATION COURSE TOOLS IN DESIRE2LEARN**

- Departmental support has been obtained (Dept Chair supports this course as DE)
- Dean has been made aware of the course being proposed as DE and is supportive.
- Course Outline of Record has been updated in Curricunet along with the DE section.
- Instructor proposing course has made contact with Distance Ed and EAC departments for training/support and approval of the Curricunet form.
- Contact information for instructors is provided
  - Email (if different than WebCT email)
  - Phone number
  - Office hours (if required to have on-campus office hours)
  - Online office hours (available by email and/or chat without interruption)
- A syllabus is provided
  - Student learning outcomes
  - Textbook information
  - Disability statement
  - Plagiarism statement
- Includes information about online/on-campus resources for students (links and phone numbers)
  - Educational Assistance Center (EAC)
  - Library
  - Tutoring Center
  - Student Services Center
  - Learning Resource Center (LRC)
- Means for regular student contact are provided
  - Email
  - Discussion board
  - Office hours
  - Chat
  - Contact information (see above)
  - Student participation is tracked to involve students
  - Instructors provide students with expected "turn-around time" for assignments
- Initial training in Course Management System has taken place.
- Course is well-organized and easily navigated
  - Screens are not cluttered
  - Links all work
  - Assignments, quizzes, tests, exams, and discussions are easily accessible
- Assignments and other course information is clear and reasonable
- Section 508 requirements are met
  - All course materials are made accessible for students with disabilities
    - Videos (transcripts/captions)
    - Images (alt tags)
    - Animations (alt tags)

- PowerPoints
- Links
- Audio clips (transcripts)
- Flash animations
- Hyperlink texts (use text that is descriptive, not "click here")
- Graphs and charts (summarize content)
- Alternate formats are provided if necessary
- All 508 requirements listed above are met *prior* to the start of the course
- Instructor has met with someone from the EAC to review any questions

<u>TOOL</u>	<u>DESCRIPTION</u>
<u>Calendar</u>	The Calendar tool is used for posting course-related events. Items with date restrictions, such as discussions, quizzes, and assignments can be automatically sent to the Calendar. Both instructors and students can add personal events to the Calendar and can view multiple classes in a single view using the Calendar tool.
<u>Classlist</u>	The Classlist provides the instructor and students with a list of students currently enrolled in the course and allows for an easy way to email other students and instructors in the class.
<u>Content</u>	The Content tool allows the posting and organization of relevant learning materials for students. Content material can range from Microsoft Office documents, full webpages created within Desire2Learn using a simple editor, links to external websites, links to other items in the course such as discussions, quizzes, and assignments, videos, images, and other multimedia files. Content can be set up with date and time restrictions.
<u>Discussions</u>	The Discussions tool is used for online discussions between the instructor(s) and students as well as for discussion between students. Instructors and students can post messages, link to external websites, embed videos/audio, add images, and attach documents to their messages. Discussion topics can be locked by date and time restrictions and can also be hidden before and/or after specific dates.
<u>Assignments</u>	The Assignments tool is a space for documents to be submitted by students. It is sometimes called the Dropbox. Each separate assignment is submitted to an assignment folder. Assignment folders can be opened and/or closed to submission based on specific dates and times. Assignments in PDF, Word, and text files can be fun through Turnitin to check for originality at the instructor's choice.
<u>Grades</u>	The Grades tool allows instructors to establish an online grade book. Items in the grade book can be tied to other Desire2Learn tools such as the Assignments, Quizzes, and Discussions tools so that when a grade is entered in one of these tools, the grade item is automatically updated in the grade book. Grade items can be released at a specific date/time. Students can check their grades at any time during the course using Grades.
<u>News</u>	The News tool is located on the Course Home page. News allows instructors to post messages to students that they will see when first entering the course page. These messages can be released or removed based on a specific date and time. Students can set up personal notifications so they receive a text/email message if a new News item is posted.
<u>Quizzes</u>	The Quizzes tool allows you to create a variety of assessments for your students. While labeled Quizzes, this tool can be used for exams, surveys, and/or homework assignments. The Quizzes tool can be used to create following kinds of questions: <ul style="list-style-type: none"> <li>• <u>Multiple choice</u></li> <li>• <u>True/false</u></li> <li>• <u>Fill-in-the-blank</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Matching</a></li> <li>• <a href="#">Long &amp; short answer</a></li> </ul> <p><a href="#">Many of these questions can be graded automatically and then automatically entered into the Grades tool. Quizzes can be conditionally released based on date and time.</a></p>
<a href="#">Checklist</a>	<a href="#">The Checklist tool allows instructors to spell out the steps of a specific process. Students can then check off each step of the process as it is completed.</a>

## COPYRIGHT AND FAIR USE INFORMATION

Many instructors are concerned with copyright and fair use rules, regulations, and laws, and rightfully so. There are limitations to what can be freely distributed. It is safe to assume that an entire textbook cannot be reproduced and distributed over the internet, or in person, without the author's consent. But what about the idea of "fair use"? How much is too much to use to supplement student learning? What is "fair" is open to debate among instructors and distance education faculty; however, the US Copyright Office has issued four factors that should be used when determining whether the inclusion of outside materials is fair or not. These four factors are:

1. the purpose and character of the use, including whether such use is of commercial nature is or for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

**Fair use is not dictated by a certain number of lines, words, pages, or percentages.** While there are some general guidelines and suggestions available from reliable sources (see the link provided below), there is no set number or amount. Rather, using the four criteria above, it is up to the instructor to determine for what purpose outside resources will be used; what kind of copyrighted work will be utilized and distributed (textbook, novel, etc.); the portion of the work to be used; and what impact, if any, the use of copyrighted material will have on the work's potential market or its value. Fair use also only protects the specific way an author has expressed him or herself (their words or pictures), but not their ideas or any factual information present in the work.

The following are examples of uses of copyrighted material that courts have determined to be fair use, as reported in the 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law*:

"quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a teacher or student of a small part of work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

When in doubt, contact the author to obtain permission.

For more detailed suggestions and regulations, please take a look at the United States Copyright Office's circular, "Reproduction of Copyrighted Works by Educators and Librarians."  
<http://www.copyright.gov/circs/circ21.pdf>

VENTURA COLLEGE  
**DISTANCE EDUCATION**  
(Complete in CurricUNET with Course Outline of Record – COR)

## FREQUENTLY ASKED QUESTIONS

- **How easy is it to teach online? I heard it's a lot simpler than teaching in front of a class.**

Teaching a distance education course is very different than teaching a traditional on-campus course. Not only does it require general teaching skills, but it also requires a solid knowledge of computers and the internet, a learning management system, and creative troubleshooting. Further, teaching a distance education course requires that instructors understand that pedagogical differences between teaching a traditional course and teaching from a distance.

- **Why do I need to have office hours? Isn't email enough? Why should I provide a phone number?**

Section 508 [as well as Title 5 of the California Education Code](#) requires that instructors provide their students with regular personal contact. Instructors should give their students several different ways that they can be reached as one method does not meet the needs of all students. Face-to-face contact, such as on-campus office hours, should be provided as an additional means of communication whenever possible so students unable to use email or the telephone can still have personal contact.

- **Where can I go if I can't figure out something in Desire-2-Learn? Where can I send my students if there's something wrong with their computers or the program?**

~~Any Desire-2-Learn troubles that cannot be resolved by students or faculty members can be directed to Krista Wilbur, Instructional Technology Support Assistant. Faculty should address student questions first as there is no dedicated student support staff for the distance education program on campus. If the instructor is unable to help, he or she should contact the Instructional Technologist directly. If an instructor has a question about something in Desire2Learn, he or she can contact the Instructional Technologist or the Instructional Design Specialist. Also, faculty should try to attend any professional development activities hosted by the distance education department in order to continue to expand their knowledge base of Desire2Learn and other complimentary instructional technologies.~~

- ~~**How come I have to have the distance education form approved in CurricUNET by some in the Distance Education office as well as someone in the EAC?**~~

~~Having a representative from the Distance Education office as well as by a representative from the EAC means two sets of eyes have looked at the course proposal and made sure it can be well-constructed as well as accessible. Meeting with these representatives allows instructors to clarify any information that is not clear as well as ask any questions they may have about the course or accessibility requirements.~~

- **Do I have to use Desire-2-Learn?**

Currently ~~Ventura College~~ [the entire Ventura County Community College District](#) is using only Desire-2-Learn [for online and partially online classes. Course Studio is also support](#)

~~for the web enhancement of face-to-face classes. There is not enough distance education support available to be able to use multiple programs. Using one program simplifies the process for students across the district as well as gives them the ability to take an online or partially online class at any of the three classes using the same learning management system. Any department (such as Math) that needs to use a different system because of special requirements of a course should contact the Distance Ed department to discuss this issue. The supported platform is only going to be Desire 2 Learn.~~

- **How do I use Desire-2-Learn?**

How to use Desire-2-Learn requires more explanation than a quick answer. Please ~~arrange a meeting with someone in the Distance Education office to review how to use Desire-2-Learn~~ sign up for the next Desire2Learn training, which is held online using the Desire2Learn platform. More information about training can be found at [http://www.venturacollege.edu/online\\_services/online\\_classes/index.shtml](http://www.venturacollege.edu/online_services/online_classes/index.shtml).

- **Do you have a quick start guide for students to use if they've never taken an online class before?**

Yes. Resources can be found at [www.venturacollege.edu/dehelp](http://www.venturacollege.edu/dehelp)

- **Can I still set deadlines for my students, or do they just have all semester to do their work?**

Yes, you can absolutely set deadlines for your students! Most instructors teaching distance education courses have specific deadlines for assignments, quizzes/tests/exams, projects, discussion board postings, and papers. The Desire-2-Learn program allows instructors to set deadlines (day and hour) as well as assign a specific amount of time for assessments.

- **Do you proctor exams for students if they can't make it to their on-campus midterm/final/exam?**

~~We can proctor exams for students, provided they give us with enough time and some flexibility in their schedules. Instructors are responsible for emailing or hand-delivering any passwords or documents that will be needed to proctor the test. If students are out of state or out of the area, they are responsible for contacting someone at a local community college or university to arrange a proctor. Ventura College has an on-campus testing center that will proctor exams. It is located inside of the Tutoring Center. Students unable to attend an on-campus exam can work with the proctor to set up a time to take the exam or quiz. Proctor services are available M-Th from 5:00 pm – 9:00 pm. More information about testing is available on the tutoring center website: [http://www.venturacollege.edu/departments/student\\_services/tutoring/tutoring\\_options.shtml](http://www.venturacollege.edu/departments/student_services/tutoring/tutoring_options.shtml)~~

~~Students who do not live in the local area can work directly with the instructor to find an appropriate proctor at a local school, library, military base, or other professional organization. It is recommended that proctors contact the instructor directly and that they have a professional email address (not a gmail, Yahoo!, or Hotmail account.) Instructors are responsible for providing the proctors with appropriate information such as exam passwords and any supplemental information/directions.~~

- **Will you arrange my orientation course information session? Will you come to my orientation course information session? Should I have more than one orientation course information? Should I make my orientation course information session mandatory?**

Course information sessions cannot be mandatory unless the class is partially online. Fully online classes have optional or no course information sessions, and that information is clearly communicated in the schedule of classes. Course information sessions should cover the details of the course, such as requirements for successful completion of the class. Unfortunately, the distance education department is unable to come to any course information sessions. Instructors are encouraged to encourage their students to attend a Desire2Learn technical orientation. The technical orientations cover everything from accessing courses to how to submit assignments and sending emails. For dates, times, and locations of these technical orientations, please take a look at the following website: [http://www.venturacollege.edu/online\\_services/online\\_classes/d2l\\_orientation.shtml](http://www.venturacollege.edu/online_services/online_classes/d2l_orientation.shtml) Many instructors hold their orientations in the LRC using one of the larger classrooms, which have laptops available, or using the pods, which also provide students with immediate computer access. Others use classrooms on campus. If you would like to use a classroom in the Science or UV buildings, Krista Wilbur can arrange that; otherwise, you will need to contact the person in charge of the building or classroom you would like to use. Once your orientation is arranged, and you would like Distance Education support, please contact Krista, who will be happy to attend your orientation if their schedules permit. Because of work or family issues, there are instructors who have multiple orientations so more students can make it — they may offer an orientation during a weeknight as well as one on Saturday. Whether or not you make orientation mandatory is up to you. Many students enrolled in a distance education course have taken distance education classes before and know what to do and where to look, so faculty excuse them from attending. There are some students who are unable to make it to an orientation, regardless of when it takes place. However, orientation is a good place to go over the syllabus, assignments, and to address any student questions. There is no best answer as to making orientation mandatory.

- **Can I talk to someone else who's already taught online to see what suggestions they have?**

Yes, and we encourage the collaboration! If you would like to speak with other distance education instructors, please contact ~~Krista Wilbur~~ the Instructional Technologist at 654-6400 x1267 and they will be able to provide you with the contact information of instructors willing to share their experiences.



## **FACULTY SUPPORT RESOURCES****ADDITIONAL RESOURCES**

In addition to in person services, the distance education department has many good reading materials available to encourage and inspire instructors as they work on developing quality, engaging online classes. A selected bibliography appears below. If you have additional selections or would like to borrow a copy of one of the titles, please contact the Instructional Technologist (805-654-6400 x1267) or the Instructional Design Specialist (805-654-6400 x1261) for help. Below are some helpful links, email address, and phone numbers for faculty who are in need of additional support or information for their distance education classes. Additionally, these are resources instructors should provide their distance education students.

### **Distance Ed Office**

Krista Wilbur

Instructional Technology Support Assistant

(805) 654-6452 or (805) 654-6400 x1267

[krista\\_wilbur1@vcccd.edu](mailto:krista_wilbur1@vcccd.edu)

[http://www.venturacollege.edu/online\\_services/online\\_classes/index.shtml](http://www.venturacollege.edu/online_services/online_classes/index.shtml)

### **Library**

Reference Desk: (805) 654-6382

Circulation Desk: (805) 654-6482

[http://www.venturacollege.edu/departments/student\\_services/library/](http://www.venturacollege.edu/departments/student_services/library/)

### **Tutoring Center**

(805) 648-8926

[VCTutoring@vcccd.net](mailto:VCTutoring@vcccd.net)

[http://www.venturacollege.edu/departments/student\\_services/tutoring/index.shtml](http://www.venturacollege.edu/departments/student_services/tutoring/index.shtml)

### **Help Desk**

(805) 654-6400 x4357 (H-E-L-P)

[VChelpdesk@vcccd.edu](mailto:VChelpdesk@vcccd.edu) (non-critical)

<http://www.venturacollege.edu/departments/administrative/CTS/helpdesk.shtml>

Bender, T. (2003). *Discussion-based online teaching to enhance student learning: Theory, practice, and assessment*. Sterling, VA: Stylus.

Collision, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.

Elbaum, B., McIntyre, C., & Smith, A. (2002). *Essential elements: Prepare, design, and teach your online course*. Madison, WI: Atwood Publishing.

Hanna, D. E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essential of web-based education*. Madison, WI: Atwood Publishing.

Fitzgibbon, K. (2012). *Teaching with wikis, blogs, podcasts & more*. New York, NY: Scholastic.

Ko, S., & Rossen, S. (2010). *Teaching online: A practical guide* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Palloff, R. & Pratt, K. (2007). *Building online learning communities: effective strategies for the virtual*

*classroom (2<sup>nd</sup> ed.)*. San Francisco, CA: Jossey-Bass.

Shank, P. (Ed.) (2007). *The online learning idea book: 95 proven ways to enhance technology-based and blended learning*. San Francisco, CA: Pfeiffer.

Shank, P. (Ed.). (2011). *The online learning idea book: Proven ways to enhance technology-based and blended learning (Vol. 2)*. San Francisco, CA: Pfeiffer.

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## GLOSSARY

### **Accessible**

All programs and multimedia used in online courses must be useable by all students with the aid adaptive technology if needed prior to the start of class; includes all multimedia and course content.

### **Americans with Disabilities Act**

Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.

### **Course Studio**

The alternate solution for web-enhancing face-to-face classes.

### **Desire2-Learn**

The learning management system currently used by the Ventura County Community College District.

### **Learning Management System**

A program used in training for delivering content.

### **EAC**

Educational Assistance Center.

### **Fair Use**

Part of the United States copyright law that allows for minimal reproduction of copyrighted works without gaining permission from the author(s).

### **Hybrid course**

A offered partly online and party on-campus. If a course is considered hybrid, 50% or less of the instruction occurs online.

### **LRC**

Learning Resource Center.

### **Online course**

A course takes place primarily online through the use of the internet and a learning management system. Fifty-one (51) or more percent of the course takes place over the internet.

### **Partially online course**

A offered partly online and party on-campus. If a course is considered hybrid, 50% or less of the instruction occurs online.

### **Proctor**

A proctor is a person supervising a quiz, test, or exam. The proctor typically works in some role at a university or community college.

### **Section 504**

Prohibits discrimination on the basis of disability in educational settings which receive federal dollars. To learn more about Section 504, please explore the information found at <http://www.ed.gov/about/offices/list/ocr/504faq.html>.

### **Section 508**

Part of the federal Rehabilitation Act of 1973, Section 508 requires equal access to telecommunications for students with disabilities. This applies to students with disabilities enrolled in distance education courses. For more information regarding Section 508, please review the information available at <http://www.section508.gov/>.

### **Telecommunications**

The communication of information over a distance. Can be done through telephone, television, radio, and computer.

### **Telecourse**

A telecourse is a distance education course offered over a tv channel and/or using VHS or DVDs to supplement required reading.

### **Title 5**

Title 5 is the part of the California Code of Regulations that deals with education in California. The full text of Title 5 can be found by going to this link and click on "TITLE 5. EDUCATION." <http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

### **Web-enhanced course**

Instruction takes place entirely in the classroom with an online supplementary component. [Can use Desire2Learn \(with approval\) or Course Studio.](#)

## Enrollment Management and Tiering/Coring Classes at Ventura College

The tiering of courses is a necessary and responsible way to offer a relevant and balanced curriculum while living within our budgetary realities. This tiering of courses attempts to factor into a budget management perspective Ventura College's program mix, the comprehensiveness of the college, student choice in electives and student preparation for college-level work.

There shall be a proportionality of courses scheduled between the tiers that sum up to 100% of our schedule delivery. For Academic Year 2013-14, the target proportionality of courses scheduled between Tier 1/Tier 2/Tier 3 shall be 80%/19%/1%. In an effort to create a transparent and clearly understood process of "coring" the curriculum, the following three tiers of courses and their respective criteria have been developed:

**Core Tier 1:** Required courses (and their corresponding pre/co-requisites) that provide the straightest path to an associate degree, certificate, or award, that lead directly to employment, or that are required as major preparation for transfer. In practice, when several course options exist that meet the immediately preceding criteria, the courses that meet the requirements of two (2) or more associate degrees, certificates, awards and/or major preparations for transfer are more likely to be scheduled.

By definition, if the college was unable to offer anything other than Core Tier 1 courses, a student would still be able to transfer or complete any associate degree, certificate, or award offered by the college. Tier 1 courses receive highest priority for scheduling. It is the intention of the college administration to offer sufficient numbers of Tier 1 courses to meet student demand. English and Mathematics courses within Tier 1 that satisfy – or are no lower than two levels below satisfying – local associate degree competency requirements shall be scheduled based on the results of local assessment and placement exams.

**Core Tier 2:** Associate degree, certificate, or award electives that provide greater variety of choice for students shall be offered in accordance with a published, rotational plan developed by each Department.

Once sufficient numbers of Tier 1 courses have been scheduled and as funds permit, it is the intention of the college administration to offer a rotation of a limited number of Tier 2 courses.

**Core Tier 3:** Courses that are not designated as being part of an associate degree, certificate, or award, that do not lead directly to employment, or are not otherwise required as major preparation for transfer. Courses that do not transfer except as elective units. During these times of declining budget revenues, Tier 3 courses will not be scheduled and may be candidates for discontinuation.

Following direction taken by our governing board and as stated in Board of Trustees Goal 1.A, basic skills, ESL and all pre-collegiate programs lower than two levels below collegiate level will be coded as Tier 3.

Ventura College courses were first divided into the three tiers during the spring 2009 semester. The administration did an initial sorting of the courses, identifying the fewest numbers of courses required to transfer or for a degree or certificate. This list was shared with the Deans, who in turn were instructed to share it with their Department Chairs. At the initial tiering of courses, any identified tiering errors were corrected and Department Chairs working with their Deans could exchange one course alternative for another in Tier 1 degree or certificate offerings. Faculty were informed that at any time they can make requests through their Department Chair and Dean to the EVP to contest the placement of a course within a tier. Additionally, these criteria for the three tiers were further refined by the College Administration and the Academic Senate working in concert during the fall 2012 semester.

Now that the college has revised its planning and program review process, the Academic Senate and the College Administration have agreed to revisit the list of core courses once each year to ensure that new degrees, certificates, awards and transfer major classes are correctly identified within the established tiers.