This handbook is a work in progress as we complete a revision to the curriculum appendix for Distance Education. Additionally this handbook is pending approval of the Academic Senate.
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**Instructor**

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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! 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 broadband 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!
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
gkleishuddleston@vccd.edu | 805-654-6388
LRC 353

Rebecca Chandler, Instructional Technologist
rchandler@vccd.edu | 805-289-6184
LRC 147

Vacant, Instructional Design Specialist
@vccd.edu | 805-289-
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

General Distance Education Help from the District
http://www.vcccd.edu/departments/information_technology/distance_education_help/

Online Student Tutorial for Desire2Learn
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 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 another means. There are multiple methods of delivering a course, or any part of it, from a distance.

WASC further defines Distance Education “Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMS, in conjunction with any of the other technologies.

ONLINE
An online distance education course takes place online through the use of the internet and a learning management system. 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.

PARTIALLY-ONLINE
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
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 discussion board (to name only a few).

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.

Regular and Effective Contact

"Title 5, section 55204. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and student."
In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student.

VC's Online Program Committee has stipulated that Title 5's requirement for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."

VC's curriculum approval process includes rigorous compliance regarding Title 5 and online classes. Contact types are defined, and the process determines the minimum regular effective contact for each course taught in the online format.

Below are the various contact types as set forth by the Curriculum Committee. Not every course will require every kind of contact. But this list can be a guide as you think through whether your online class fulfills the requirements for "regular effective contact" and "regular substantive interaction."

Regular Effective Contact

Student Initiated Contact:

__Asynchronous Office Hours:__ When contacted via voice mail or e-mail by a student, the instructor usually responds within 48 hours (except weekends, holidays, and vacations) so the contact with the student will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.

__Moderating a Bulletin Board:__ Depending on the structure of the class and the function of the specific virtual space, when a student posts a message in an open, public space in an online class, the instructor usually responds within 48 hours (except weekends, holidays, and vacations) so the contact will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students, yet the responses are shared in a public arena. So all students can benefit from the question of one student. (There may be spaces created where the instructor will specifically not respond to students, where students can have their “own virtual space.” But these instances should be clearly communicated to the student.)

__Synchronous Office Hours:__ These are specific hours of specific days when a student can interact with an instructor. These can be physical synchronous office hours where the instructor is present on campus in a specific office. But these synchronous office hours could also be times when the instructor is available via various technologies: telephone, e-mail, audio conferencing (i.e. CCCConfer), video conferencing, “chat rooms,” or multi-point multi-interactive programs. This does not include adjunct faculty.

Instructor Initiated Contact:

__Announcements:__ These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it
demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.

__Individual Contact with Students via e-mail or phone:__ There may be times when individual students need to be contacted by the instructor. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, asking the student questions about the material, or increasing the role of an individual educator in the academic lives of a student. This type of contact is effective because it enhances the one-on-one interaction between student and instructor.

__Leading Threaded Discussions:__ This type of interaction is very much like “Moderating a Bulletin Board,” described above. However, leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific learning objectives. This kind of interaction is effective because it directly links the subject matter of the class with the individual students in the class. Usually there are time limits to these discussions, so the responses should be timely and regular, within those time constraints.

__Creating and Moderating Virtual Small Groups:__ Instructors can intentionally create virtual small groups in an online class. Once these groups are created, the instructor can moderate the work and the discussions among the students. This type of interaction combines the general communal elements of Moderating a Bulletin Board and Leading Threaded Discussions (both described above) in a small groups setting where mutual interdependence can be fostered. Thus the contact is effective in creating a sense of social cohesiveness as well as creating a community within which the deepening the understanding of the subject matter can happen. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular, within those time constraints.

__Feedback on Student Work:__ Instructors are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their performance and adjust their understandings or misunderstandings of the material. As in the on-ground classroom, this contact is crucial in the learning process. The timing of this feedback is at the discretion of the instructor and dependent on the type of learning that is being achieved. But timely appropriate feedback is essential. Computer generated exams can provide immediate feedback. Feedback on written work will not be instantaneous, but students should be made aware of the parameters of the feedback. The feedback can consist of written, aural, or video material.

__Posting Prepared Instructional Material:__ In an on-ground class, much of the contact between instructors and students is the instructor presenting material to the class, in the form of lectures or handouts or other prepared instructional material. In an online class too, this is one mode of effective contact between the instructor and the student. These materials, combined with publisher produced material or material found on the Internet, create the functional equivalent of the content of the class. The timing of posting these materials is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.
_Facilitating Student to Student Contact:_ This contact can be synchronous or asynchronous, in person or mediated through technology, individual or group, and highly moderated or lightly moderated. But instructors may facilitate conversations between students. Instead of the effective regular contact being between instructor and student, in this case the effective regular contact involves interaction between learners. As with on-ground classes, this type of communication is very effective in providing opportunities for students to bond with the material and with members of their class. The timing of this interaction is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.
LAWS PERTAINING TO DISTANCE EDUCATION

**Title 5, section 55200  
Definition and Application**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

**Title 5, section 55202  
Course Quality Standards**

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.

**Title 5, section 55204  
Instructor Contact**

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.)

**Title 5, section 55206  
Separate Course Approval**

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.

**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 VENTURA COLLEGE DISTANCE EDUCATION COURSES FOR STUDENTS WITH DISABILITIES

In planning or revising a distance 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 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:

| **Federal Rehabilitation Act of 1973, Section 504** | Prohibits discrimination on the basis of disability in educational settings which receive federal dollars. |
| **Federal Rehabilitation Act of 1973, Section 508 (revised)** | 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 distance education offered by the CCC system schools. Instructors bear the responsibility of making their classes accessible to all 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. |
| **Federal Americans with Disabilities Act (ADA)** | 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. |
| **California Title 5** | 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)

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

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 education format must be accessible for students with disabilities. In recognition of this, the Ventura College 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**

<table>
<thead>
<tr>
<th>Media</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Concern</td>
<td>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.</td>
</tr>
<tr>
<td>Solution(s)</td>
<td>Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java-based Chat)</td>
</tr>
<tr>
<td>Resources</td>
<td>Section 508 Government Website (contains most recent updates) <a href="http://www.section508.gov/">http://www.section508.gov/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Concern</td>
<td>Students who are blind or visually impaired will not be able to read standard printed materials.</td>
</tr>
<tr>
<td>Solution(s)</td>
<td>Braille, e-text, large print, audiotape.</td>
</tr>
<tr>
<td>Resources</td>
<td>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 alternate print medias listed above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Audio Conferencing – Telephone</th>
</tr>
</thead>
</table>
| Access Concern | • Students who are deaf or hard of hearing can’t hear it.  
|               | • Students with speech problems can’t respond over the system. |
| Solution(s) | • Text Telephones (TTY).  
|               | • Telecommunication. Devices for the Deaf (TDD).  
|               | • Telephone Relay System (TRS).  
|               | • Web-based “live chat” programs with “real-time” transcription. |
| Resources   | CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing |

<table>
<thead>
<tr>
<th>Media</th>
<th>Video Conferencing/Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.</th>
</tr>
</thead>
</table>
| Access Concern | • Blind/low vision can’t see it.  
<p>|               | • Deaf/hard of hearing can’t hear it. |</p>
<table>
<thead>
<tr>
<th>Access Concern</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Those with speech impairment can’t readily participate.</td>
<td>Video Transmission (Pre-recorded)</td>
</tr>
<tr>
<td>• Supplemental print materials inaccessible to blind/low vision students.</td>
<td></td>
</tr>
<tr>
<td><strong>Solution(s)</strong></td>
<td></td>
</tr>
<tr>
<td>• Real-time closed or open captioning of broadcasts. (Deaf/HOH)</td>
<td>• Blind/low vision can’t see it.</td>
</tr>
<tr>
<td>• Use of Sign Language interpreter in small window on video screen. (Deaf/HOH)</td>
<td>• Deaf/hard of hearing can’t hear it.</td>
</tr>
<tr>
<td>• Use of Sign Language interpreter in location of the student.</td>
<td>• Supplemental print materials inaccessible to blind/low vision students.</td>
</tr>
<tr>
<td>• Descriptive captioning (Blind/Low Vision).</td>
<td><strong>Solution(s)</strong></td>
</tr>
<tr>
<td>• To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live Web-based chat.</td>
<td>• Closed or open captioning of broadcasts. (Deaf/HOH)</td>
</tr>
<tr>
<td>• Supplemental print materials in appropriate alternate format.</td>
<td>• Use of Sign Language interpreter in small window on video screen. (Deaf/HOH)</td>
</tr>
<tr>
<td>• Real-time descriptive narration or descriptions by the instructor of visual</td>
<td>• Use of Sign Language interpreter in location of the student.</td>
</tr>
<tr>
<td>• Objects which have significant instructional content as a part of the course dialogue/lecture.</td>
<td>• Supplemental print materials in appropriate alternate format.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>• Real-time descriptive narration of significant visual elements.</td>
</tr>
<tr>
<td>CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing</td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• INTELECOM videos (precaptioned; can be embedded into online classes)</td>
<td>• Captioning</td>
</tr>
<tr>
<td>• YouTube &amp; Google captioning</td>
<td>• CaptionTube</td>
</tr>
<tr>
<td>• Overstream (for videos you don’t have the rights to)</td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>

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

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.)*

**Distance Education Course Addendum**

As defined in Title 5, § 55200, “distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of computer technology.” For the purposes of the Ventura College Curriculum Committee, the following definitions shall be used with regards to telecommunication-mediated instructional modalities:

**Distance Education Modality Definitions:**

- **Hybrid:** A course taught more than 1% but less than 100% online (i.e., between 1-99% online).
- **Fully Online:** A course taught fully 100% online using distance education instructional modalities. There is no part of the course (e.g., orientation, assessment, proctored tests or exams/finals) that would require a student to be on campus.
- **Web-Enhanced:** A course taught completely (as in 100%) on campus and face to face but with materials (i.e., syllabus, assignments, grade book, etc.) posted online.

The state and this college recognize the value, importance and place of distance education. As stipulated in Title 5, § 55206, “if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor or student, the course shall be separately reviewed and approved...” This addendum serves as part of this separate review and approval process. When a course is approved to be taught in either the Hybrid or Distance Education modality departments should be mindful to evaluate their offerings to meet the varied demands and needs of both students and faculty.

**Proposal:**

We propose [COURSE ABBREV.] for the following modality / modalities: (Check all that apply)¹

- Hybrid (Anywhere between 1-99% online), please specify:
  - 1-50%
  - 51-99%
- Fully Online (100% online)

¹ *(N.B.: Legally, we need separate approval anytime face to face time is replaced with telecommunication-mediated instruction; I think it serves us well for a variety of purposes to have separate approval for 1-50%, 51-99% and fully 100% distance education courses. All three “types” of DE may be handled on this one form.)*
YES: NO: I have met with the Dean of Distance Education, or designee, and discussed the guidelines required for “regular effective contact” between the student and instructor.

YES: NO: All faculty teaching this course in either Hybrid or Fully Online modalities will attend a Ventura College Orientation to Distance Education and/or meet with the Dean of Distance Education, or designee.

**Distance Education Status:** (check all that apply)

- This course has already been approved by the Curriculum Committee as a Hybrid (1-50% online) course. No substantive changes have been made to the course outline that would affect the Distance Education instructional modality (i.e., units, hours, objectives, content, assignments and evaluation methods).

- This course has already been approved by the Curriculum Committee as a Hybrid (51-99% online) course. No substantive changes have been made to the course outline that would affect the Distance Education instructional modality (i.e., units, hours, objectives, content, assignments and evaluation methods).

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

- This is an existing course where its instructional modality (i.e., units, hours, objectives, content, assignments and evaluation methods) has been substantively changed and its approval as a Hybrid (1-50% online) course should be revisited.

- This is an existing course where its instructional modality (i.e., units, hours, objectives, content, assignments and evaluation methods) has been substantively changed and its approval as a Hybrid (51-99% online) course should be revisited.

- This is an existing course where its instructional modality (i.e., units, hours, objectives, content, assignments and evaluation methods) has been substantively changed and its approval as a Fully Online course should be revisited.

- This is a new proposal for a Hybrid (1-50%) offering for this course.
○ This is a new proposal for a Hybrid (51-99%) offering for this course.

○ This is a new proposal for a Fully Online offering for this course.

For Hybrid Modality (1-50% taught online):
Indicate how your interaction time with students is divided. Total percentages must equal 100%. Also describe the methods used for each interaction in the explanation box.

<table>
<thead>
<tr>
<th>Internet</th>
<th>%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Live Interaction</th>
<th>%</th>
</tr>
</thead>
</table>

For Hybrid (1-50% taught online) Modality:
Per Title 5, § 55211, all approved Hybrid and Fully Online courses must contain “regular effective contact between [the] instructor and students.” This regular effective contact will be maintained through the following methods. Check all methods that apply and insert rationale in the justification box:

☐ E-mail

☐ Discussion Boards (Asynchronous Dialogue)

☐ Chat (Synchronous Dialogue)

☐ Video Conferencing

☐ Phone

☐ Face to Face (by request)
For Hybrid Modality (51-99% taught online):
Indicate how your interaction time with students is divided. Total percentages must equal 100%. Also describe the methods used for each interaction in the explanation box.

Internet %

Live Interaction %

For Hybrid (51-99% taught online) Modality:
Per Title 5, § 55211, all approved Hybrid and Fully Online courses must contain “regular effective contact between [the] instructor and students.” This regular effective contact will be maintained through the following methods. Check all methods that apply and insert rationale in the justification box:

☐ E-mail

☐ Discussion Boards (Asynchronous Dialogue)

☐ Chat (Synchronous Dialogue)

☐ Video Conferencing

☐ Phone

☐ Face to Face (by request)
For Fully Online Modality (100% taught online):

Per Title 5, Section 55211, all approved Hybrid and Fully Online courses must contain “regular effective contact between [the] instructor and students.” This regular effective contact will be maintained through the following methods. Check all methods that apply and insert rationale in the justification box:

☐ E-mail
☐ Discussion Boards (Asynchronous Dialogue)
☐ Chat (Synchronous Dialogue)
☐ Video Conferencing
☐ Phone
☐ Face to Face (by request)

Exams will be given as follows: 2
☐ On Campus ☐ Online

YES: NO: Proctored exam options are allowed and/or supported. 3

2 [N.B.: If “On Campus” is selected, the course should not be approved for Distance Education but for Hybrid only.]
3 [N.B.: If “On Campus” is selected, the course should not be approved for Distance Education but for Hybrid only.]
YES: NO: Faculty assigned Hybrid or Fully Online sections of this course will meet with their area Dean and the Dean of Distance Education, or designee, and discuss the design of this course, including course tools, assignments and activities, assessment strategies and best practices.

YES: NO: Faculty assigned Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required state and federal accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents. The course is required to be fully accessible at the time that it is offered!

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.

| 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. |
|                | • Certain departments require testing be given in person. Please check with your department chair to find out if this applies to your course. |
|                | • 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? |
| Development     | • Create the content outline for the class. What topics and information will be covered in the distance education course? |
|                | • 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. |

\[N.B.: Can we mandate this?\]
It is important to use the needs to at anticipated audience (determined above) in shaping the course.

- 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?

- 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.)
<table>
<thead>
<tr>
<th>TOOL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>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.</td>
</tr>
<tr>
<td>Classlist</td>
<td>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.</td>
</tr>
<tr>
<td>Content</td>
<td>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.</td>
</tr>
<tr>
<td>Discussions</td>
<td>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.</td>
</tr>
<tr>
<td>Assignments</td>
<td>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.</td>
</tr>
<tr>
<td>Grades</td>
<td>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.</td>
</tr>
<tr>
<td>News</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Quizzes | 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:  
  - Multiple choice  
  - True/false  
  - Fill-in-the-blank  
  - Matching  
  - Long & short answer  
  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. |
| Checklist | 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. |
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.”

Columbia University have a complete website that allows instructors to determine whether or not they are within compliance. http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf
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 Desire2Learn? Where can I send my students if there’s something wrong with their computers or the program?**
  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.

• **Do I have to use Desire2Learn?**
  Currently the entire Ventura County Community College District is using only Desire2Learn 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.

• **How do I use Desire2Learn?**
  How to use Desire2Learn requires more explanation than a quick answer. Please 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 Desire2Learn 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?**
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
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 course information session? Will you come to my course information session?**
  Should I have more than one course information? Should I make my 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 competition 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

- **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 the Instructional Technologist at 805-289-6184 and they will be able to provide you with the contact information of instructors willing to share their experiences.
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/Design Specialist 805.289.6184

Rebecca Chandler
Instructional Technologist
805.289.6184
rchandler@vcccd.edu

Instructional Designer
(vacant)

Ventura College Library Online
http://www.venturacollege.edu/departments/student_services/library/index.shtml

Online Tutoring
http://www.venturacollege.edu/departments/student_services/tutoring/online_tutoring.shtml

Counseling
http://www.venturacollege.edu/departments/student_services/counseling/index.shtml

Faculty Support
http://www.venturacollege.edu/online_services/online_classes/faculty/index.shtml


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.

Desire2Learn
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).

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/.

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.”


Web-enhanced course
Desire2Learn is our district approved Learning Management System. Instructors will be given a simple shell for all courses. The full versions of Desire2Learn shells are issued once the web enhance of 4 week online training has been completed.