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Ventura College

Distance Education Student Handbook

Updated May, 2014

This handbook is a work in progress as we complete a revision to the curriculum appendix for Distance Education.

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Mission Statement

Ventura College Mission Statement

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

Ventura College Distance Education Mission Statement
Ventura College Distance Education will increase access to high quality college courses by utilizing educational technologies, emerging content delivery methods, and innovative instruction for all members of the community we serve.

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

The Ventura College Distance Education (VCDE) Handbook was prepared by the college's Instructional Technologist, Dean of Distance Education, the Distance Education Committee, and the Academic Senate. Special thanks to the Distance Education Committee for the collaboration in the creation of the Student Handbook.

Introduction to Ventura College Distance Education (VCDE)

Welcome to the Ventura College Distance Education (VCDE)! VCDE 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.

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

Rebecca Chandler, Instructional Technologist
rchandler@vcccd.edu | 805-289-6184, LRC 146

Vacant, Instructional Design Specialist
@vcccd.edu | 805-654-6400 x1261, LRC 122

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Assessment Readiness Test

Are you ready for an online course?

Online education requires a different skill-set from the traditional classroom to be successful. If you have never taken an online course before you might not know if you possess those skills.

We have created a short assessment to see if you are a good fit for an online course. Please take a few minutes before registering to see if you are ready for an online course.

http://www.venturacollege.edu/online_services/online_classes/prospective_de_students/index.shtml

Here are some of the skills that are helpful for online learners:

- Independent Learner
- Well versed in computers
- Excellent reading comprehension skills
- Excellent written communication skills
- Good time management
- Detailed-Oriented
- Self-Motivated
- Organized
- Problem Solver
- Excellent Communication skills

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Computer Requirement

If you are taking a Distance Education class, you will be accessing your online course through Desire2Learn (D2L). The following information will help you prepare your computer to ensure the best experience in D2L.

<u>System Requirements</u> (As of December 27, 2013)

	Minimum Requirements*	Recommended*
Operating system	Windows XP, Windows Vista, Windows 7 Mac OS X	Windows 7 Mac OS X 10.7(Lion)
Video	Minimum resolution of 1024 x 600	Resolution of 1024 x 768+
Internet speed	56K modem	Cable modem, DSL
Java	JRE 1.6.x	JRE 6 update 31
Browser	**Windows:** - Chrome - Firefox 17.0 + - Internet Explorer 9 or 10 ⚠️**NOTE: Internet Explorer 11 is not compatible with Desire2Learn.** **Mac OS X:** - Chrome - Safari 5.1 + - Firefox 17.0 +	**Windows:** - Chrome (Newest) - Firefox (Newest) - Internet Explorer 10 **Mac OS X:** - Chrome (Newest) - Firefox (Newest)
Mobile Web	- iOS 5 with Safari 5.1+ - iOS 6 - Android 2.2+ - Blackberry 7 and 10	
Tablet	- Android Browser (newest) - iOS Safari (newest) - MS Surface Internet Explorer 10 - Playbook Browser (newest)	
Javascript	Enabled	Enabled
Cookies	Enabled	Enabled

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Desire2Learn Student Orientations

A technical orientation for Desire2Learn will be held several times throughout the beginning of each semester on campus. This orientation will review accessing Desire2Learn, finding courses, and using various tools.

For specific information about course content, policies, textbook information, or adding a course, students will need to contact the instructor directly.

This orientation is designed for students who are new to distance education classes at Ventura College or students who are in need of a refresher.

Please visit http://www.venturacollege.edu/online_services/online_classes/d2l_orientation.shtml to sign up and get current information on orientation offerings.

Desire2Learn Innovative Learning Technology

Balancing Responsibilities and Setting Priorities

Vital to a successful online learning experience is the ability to balance your responsibilities. Knowing how to set priorities is the key to getting the greatest benefit from your online education experience. Determine early in the semester exactly what work is required and do your best to plan ahead. Do not hesitate to ask for advice or help from your instructor.

Strategies for managing course related stress include

Know your deadlines. These include course deadlines as well as deadlines and important events occurring elsewhere in your life while you are enrolled in the course.

Plan ahead. If you know that your time will be consumed by a non-course related activity during a particular week, do your course related activities ahead of time.

Know your available resources, especially technological resources, and have them at hand when you are working in your course.

Keep in touch with your instructor. If you do fall behind, let your instructor know immediately, and ask him/her for assistance in planning how you will catch up.

Student Accountability

The further you progress in higher and continuing education, the more responsibility you will need to take for your own learning.

Self-Directed Learning

As you explore the many avenues of learning available and begin to define your individual path, you will still need to work with your instructors to make sure you are meeting the requirements of the individual courses.

Understand Expectations

In order to meet course requirements and instructor expectations, you will need a clear understanding of these requirements and expectations. Instructors will provide a syllabus which

acts as a contract between you and the instructor. Read through the syllabus carefully and print it out.

Seek Clarification

If you have questions regarding content, contact the instructor immediately. In the online environment instructors have fewer cues to alert them to your confusion. They cannot see your puzzled expression or hear you ask, "What?" If something is unclear to you, it may very well be unclear to the rest of the students in the class. Your questions may help others in the learning process as well. So ask, early and as often as necessary.

Become an "Active Learner"

To be successful in this environment, actively seek ways you can best understand the course material

Develop Self-Discipline

Self-Discipline may be the most important characteristic of a successful online learner. With it, you have a tool that leads you to become an efficient time manager, and without it you may encounter difficulties. Here are some tips to help:

- Know when assignments are due; print your syllabus and course schedule/calendar
- Set up a schedule of when you will log in to the class and stick to it
- Minimize distractions while online
- Ensure consistent access to a computer
- Have an alternative plan in case you have computer problems

Online Communication Skills

Writing Clearly

Being a productive member of an online learning community requires you to communicate clearly and concisely when you write. A few simple guidelines can help you produce clear, effective written contributions to your course. As always, review guidelines for assignments:

- Be concise.
- Watch for careless errors; check your spelling and grammar
- READ your posting before you submit it
- Correct any awkward or unclear areas before you post the final version in quotation marks and identify the author, so that you do not accidentally plagiarize someone

Discussions

In many courses, you will be required to join in class discussions and respond to classmates' comments. These discussions may become complex, intense, and even provocative. Here are some tips to help you with discussions: Know what the instructor expects of your discussion responses

- Think before you write
- Reread your response prior to sending
- Before you send off a hastily written, emotionally based reaction to another's contribution, develop your ideas into a less emotional and more reasonable response.
- Then wait a few minutes and reread what you have written before you submit your response. Learning how to turn a reaction into a response will make your course contributions more meaningful and may earn you a higher mark for participation, if participation counts toward your grade. Pausing and rereading gives you the opportunity to review your writing for organization, clarity, and correctness.

Building a "Classroom" Environment

Online learning does not mean that you are learning alone. You will have a class consisting of instructor(s), fellow students, and perhaps others with whom you will interact. Your instructor will build a class environment through discussion questions, group projects, and other activities. You help build this classroom environment through your participation. Seeing and speaking to others is not a necessary component in getting to know someone. Through your messages and discussions, both delayed (asynchronous) and real time (synchronous), you have the opportunity to develop personal and professional relationships. The classmates you get to know online may come from very diverse situations and can offer a wealth of knowledge and experience. Your fellow classmates and instructors provide resources, information and support. Look for areas where you may post reviews for books you have read on pertinent topics, links to online resources, and observations for specific topics. Within your 'classroom', you and your fellow classmates can build a collective knowledge base which may become invaluable even after your coursework is completed.

Resources

There are many good resources available online as well to support students' needs in distance education and other educational 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
http://www.vcccd.edu/departments/information_technology/distance_education_help/D2L_Tutorial/index.shtml

Khan Academy

https://www.khanacademy.org/

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, broadban lines, fiber optics, satellite, or wireless communications devices; ausio conferencing; or video cassesttes, DVD's, and CD-ROMS, in conjunction with any of the other technologies.

Online

An online distance education course takes place primarily 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).

Desire2Learn (D2L)

Desire2Learn (D2L) Learning Environment is a learning management system that enables you to access course material online. There are a number of learning tools within the system that course content is contained in.

For a brief overview of how to use D2L, please visit http://www.vcccd.edu/departments/information_technology/distance_education_help/D2L_Tutorial/index.shtml

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Accessibility for Students with Disabilities

Disabled Students Programs & Services (DSP&S/EAC)

The Educational Assistance Center (EAC) promotes the educational and vocational potential of students with disabilities by supporting each student's integration into the mainstream of college life. Students with learning disabilities, mobility, visual, hearing, speech, or psychological impairments, acquired brain injuries, or other health impairments, such as seizure disorders or attention deficit/hyperactivity disorder, are eligible for support services and special classes that are needed to fully participate in the educational process.

Goals

- To provide students with disabilities an equal opportunity to participate in the educational activities at Ventura College.
- To provide qualified students with disabilities the required services and accommodations to meet their educational needs.
- To provide qualified students with disabilities the special classes needed to prepare them for success in the general college classes.

For further information and assist please visit:

http://www.venturacollege.edu/departments/student_services/dsps_eac/index.shtml

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Online Services

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

Bookstore
http://venturacollege.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=78736&catalogId=10001&langId=-1

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

Test Proctoring
http://www.venturacollege.edu/departments/student_services/testing_center/

Online Orientation for Ventura College
http://orientation.venturacollege.edu/college-orientation?destination=node/7

Registration for Distance Education Courses

Before you begin, students with general questions about the college and classes should contact Admissions and Records at 805-289-6457.

1. View the list of courses and decide what courses you want to take.
   http://www.venturacollege.edu/online_services/online_classes/course_information.shtml
2. Make sure that distance education is for you. Distance Education requires good time management, familiarity with Internet technology and a willingness to ask questions and communicate online.
3. Registration: **NEW STUDENTS**: Go to the college online orientation, then see an advisor to help you with your course selection and the registration process.
4. Contact counseling at (805) 289-6448 or by clicking here for additional information.

Returning Students, if you already have an advisor, see them. If not, go to the Counseling Center as noted above.

5. Online courses begin and end on the same days as on-campus courses. The instructor will determine the day of the final, which will fall sometime during the regular finals week. Note: Course Access in D2L begins one week prior to the start of the class, at the discretion of the instructor.

6. You will access your course by logging in through the MyVCCCD portal.

7. EMAIL YOUR INSTRUCTOR! Check to see if your instructor requires an on campus or online course information session. If you have a conflict with a scheduled on campus time, contact the professor to see what alternate arrangements can be made.

Please note: Courses are not accessible to students until one week prior to the official start date of the course/semester; instructors may limit access until the first official day of class.

Course access ends one week after the official end date of the class unless the instructor has granted extended access.

Frequently Asked Questions

1) I can't log in to the MyVCCCD portal. It says that I locked my account or my password is incorrect.
   Use the "Forgot username?" and "Forgot password?" links on the portal sign in page. If you don't know or can't remember the answers to the secret questions you set up, you can visit Admissions and Records and they can reset your password. You will need a valid photo ID.

2) I registered for a class today, and the instructor sees me on his or her classlist, but I still can't access the Desire2Learn part of the course.
   There is an approximately 24-hour delay from the time you register until the time you are enrolled in the Desire2Learn course shell. Desire2Learn and the program you use to register for courses only sync up once a day, starting very early in the morning. If you register for a class, you should be able to access it in Desire2Learn the following day.

3) I want to add your course. Can you give me an access code?
   You will need to speak directly to the instructor for information about adding and dropping courses. They are the only ones with access to add codes.

4) I'm waitlisted for a class. How do I get access?
   Please login directly to d2l.vcccd.edu and click the waitlist tab on your D2L homepage to access your class. Once you are officially a student your course will show up on the "student tab" and you can access from your MyVCCCD Portal, using the My Courses icon.

5) I've never taken an online class before and I have some questions. How do I get started?
   For information about course content or on campus responsibilities, you need to contact your instructor. There are a few other resources available for you:
   - Review the page that the District has set up with the basics.
   - Attend a Desire2Learn technical orientation that goes over accessing and using Desire2Learn.

6) I can't take the midterm or final on campus. How do I take it?
   You can work with the instructor and the distance education office to find a proctor. A proctor will need to be someone who works at a local community college, college, university, or library near you. Typically that person works in the office of distance ed or some kind of proctoring center. They must have a work email (no Gmail, Yahoo!, hotmail, etc.) and verifiable contact information. Students in the military can also work with someone on

base/post to arrange a proctor. Once the proctor is chosen, the student should email his or her instructor the proctor's pertinent information (name, job title, phone number, email address, etc.) The instructor will be in contact with the proctor to make sure the midterm is set up properly and to relay any instructions about the exam to the proctor.

7) I'm authorized for double time or time and a half on a test, or I have some other accommodation. How do I make sure I receive it?

The fastest way to get it set up is to have the VC counselor who authorized you for the extended time or other accommodations to email your instructor with the pertinent information (your name, student ID, the CRN for the course, and the accommodations).

8) My internet crashed during an exam and then my time ran out so I couldn't finish my test. Can you reset it for me?

The Distance Ed office can't reset quizzes or exams without the instructor's permission. Please contact your instructor with the situation.

Student Testimonials

Our current Distance Education students offered a few words of advice to be successful in online courses. Please read their advice below.

- "Do the quizzes; keep up. I did this for the first part and got a B on the midterm. I didn't for the second part, and had to skip a lot of questions on the final."
- "Keep a good schedule and don't expect to cram all before the test. Space it out and it won't be too hard."
- "Do the lessons and stay on top of it. Don't put everything off until the last minute. Keep up with the in-class schedule."
- "Use office hours for questions. Stay up to date."
- "Stick to the practice exams and use the quizzes to reinforce what you've learned."
- "You have to pretend the assignments/quizzes are due the day you get them so you can't procrastinate."
- "Spend a lot of time practicing and going to get help if you need it! Don't procrastinate. Work on it just like you would a regular class."
- "Do homework! I regret not doing it."
- "Look for your answers in the reading and videos. They are in there, but you have to actively seek them."
- "Know your due dates."
- "Ask your professor if you are not sure about something. They are really helpful."

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 - (ADA) This Act requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Additionally, ADA requires also that all telecommunication must be equal and equally effective.

Desire2Learn – (D2L) This is the learning management system currently used by the Ventura County Community College District.

Learning Management System - (LMS) A program used in training for delivering content and housing course material.

EAC - Educational Assistance Center located in the Administration Building (ADM) just south of the Student Services Center (SSC).

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 is a building on campus where all library resources are housed.

Online Course - An online distance education course takes place primarily 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 Course - 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.

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

Section 504 – This Law 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, email, and the learning management system.

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 – These courses use D2L to add depth to their course. No instruction time is eliminated from this use.

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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* (3rd ed.). New York, NY: Routledge.

Palloff, R. & Pratt, K. (2007). *Building online learning communities: effective strategies for the virtual classroom* (2nd 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.

http://www.wileyc.net/docs/dlhandbook.pdf

VENTURA COLLEGE DISTANCE EDUCATION HANDBOOK

ABOUT THIS HANDBOOK

The purpose of this handbook is to serve as a resource for faculty teaching online or who are 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 Designer, Dean of Distance Education, the Distance Education Committee, and the Academic Senate.

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 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 @ Ventura College!

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INTRODUCTION TO DISTANCE EDUCATION AT VENTURA COLLEGE

The distance education and instructional technology department provides support for faculty teaching distance education courses. We maintain a busy web site with lots of information for faculty who are teaching a distance education course or who are interested in teaching a distance education course. Welcome!

Dr. Gwendolyn Lewis-Huddleston,
Dean of Social Sciences, Humanities, & Distance Education
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LRC 353

Matthew Moore, Instructional Designer / Technologist
mmoore1@vcccd.edu | 805-289-6183
LRC 146

Sharon Oxford, Instructional Technologist / Designer
soxford@vcccd.edu | 805-289-6233
LRC 147

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

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

Online Student Tutorial for the Learning Management System LMS
http://www.vcccd.edu/departments/information_technology/distance_education_help/D2L_Tutorial/index.shtml

DEFINITIONS

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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, 1% or more of the required hours of 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). However, Web-Enhanced courses provide an alternative means for like materials, for students that are not able, or do not wish to, access the web enhanced portion of the course.

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 AND PROCEDURES 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.

VCCCD ADMINISTRATIVE PROCEDURE 4105 DISTANCE EDUCATION

This is our local board procedure governing distance education. Read more about this procedure from the board docs found at http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=9WMUPZ7D17F9

REGULAR EFFECTIVE CONTACT

Title 5 regulations do not make a distinction between face-to-face and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. DE Courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of contact will be at least the same as it would be in an equivalent face-to-face course. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular and substantive interaction between the students and instructor."

As per Title V, section 55211(a), and AP 4105, all distance learning courses, whether hybrid, fully online, or telecourse, will include "regular effective contact" which Ventura Community College Distance Education defines as follows:

1. Initiated interaction – (AP 4105)

Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

a   Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass"
b   Tracking student attendance
c   Determining the last day of attendance for students who drop the course via the following methods:
   i   Prior to the first census date, the instructor will initiate an activity that requires student participation
   ii   The instructor will include various robust assessments and assignments on a frequent basis throughout the semester

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities. At the very least, the number of instructor initiated contact hours per week available for face-to-face students will also be available in asynchronous and/or synchronous mode with students in the DE format. The Ventura College Distance Education Committee has approved a standard of instructors establishing a minimum of 1 hour of synchronous interaction per week in addition to regularly scheduled office hours.

The following list is intended to be a guide for instructors to ensure that their online courses fulfill the requirements for regular effective contact.

Student Initiated Contact:

Asynchronous Communication: When contacted via voicemail or email by a student, the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact with the student is reasonably prompt, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.

Moderating a Discussion Forum: When a student posts a message in an open, public space in an online class the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact is reasonably prompt, 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.

Synchronous Office Hours: Faculty must include in their syllabi a specific hour(s) 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. These synchronous office hours can also be times when the instructor is available via various technologies, including but not limited to telephone, email, audio conferencing (i.e., CCCConfer), video conferencing, and chat rooms. This contact is effective because it responds to specific concerns and questions of individual students.

Instructor Initiated Contact:

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, 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 individual students and the class as a whole. This type of contact is regular – at a minimum, these announcements will happen at least once a week.

Individual Contact with Students via email or phone: This type of contact is effective because it provides an opportunity for one on one interaction between student and instructor

Leading Threaded Discussions: 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 as identified by the individual instructor.

Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. Guidelines for grading/feedback on assignment should be stated in the syllabi and best practices suggests a response time for assignments of no more than a week.

Posting Prepared Instructional Material: 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 depends on the schedule of the course and should be regular within the parameters of the rhythm of the course. This is also a mode of effective contact between the instructor and the student.

Student-to-Student Contact:

Facilitating Student to Student Contact: Instructors may facilitate conversations between students. This contact can be synchronous or asynchronous. This type of communication is very effective in providing opportunities for collaborative learning among students

Examples of tools that may be used to implement regular effective contact.

a) Course Announcements (e.g., videos, weekly summary, weekly review)
b) Personalized Feedback
c) Discussion Boards (e.g., question and answer forums, VoiceThread)
d) Videoconferencing (e.g., Skype, CCC Confer)
e) Collaborative Projects (e.g., group blogs, group discussions, wikis)
f) Instructor-Created Modules
g) Lectures (e.g., recorded, streaming, slides with audio narration)
h) Podcasts
i) Webinars
j) Screencasts
k) Virtual Office Hours
l) Email (district provided course email must be used)
m) Private Messaging through district provided Learning Management System or Phone systems
n) Chat

2. Frequency –

Contact shall be distributed in a manner that ensures that regular contact is maintained over the course of a week and should occur as often as appropriate for the course. The Ventura College Distance Education Committee has approved a standard of instructors logging into each course a minimum of 3 times per week.

3. Expectations –

The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

4. Instructor absences –

If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor will inform students and their division office when regular contact stops and is likely to resume. Protocols for cancelling class, substitutes, doctor's notes for absence, etc. will follow the guidelines of face-to-face courses.

5. Timely contact –

Online instructors are responsible to respond to students in a timely fashion. The Ventura College Distance Education Committee has approved a standard of instructors generally responding to students emails within 24 hours of an established 5 day work week.

ACCESSIBILITY for VENTURA COLLEGE DISTANCE EDUCATION STUDENTS

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

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.

ACCESS ISSUES AND POSSIBLE SOLUTIONS

Media	Online
Access Concern	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.
Solution(s)	Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java-based Chat)
Resources	Section 508 Government Website (contains most recent updates) http://www.section508.gov/

Media	Print
Access Concern	Students who are blind or visually impaired will not be able to read standard printed materials.
Solution(s)	Braille, e-text, large print, audiotape.
Resources	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.

Media	Audio Conferencing – Telephone
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

Media	Video Conferencing/Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.
Access Concern	• Blind/low vision can't see it. • Deaf/hard of hearing can't hear it. • Those with speech impairment can't readily participate. • Supplemental print materials inaccessible to blind/low

	vision students.
Solution(s)	• Real-time closed or open captioning of broadcasts. (Deaf/HOH) • Use of Sign Language interpreter in small window on video screen. (Deaf/HOH) • Use of Sign Language interpreter in location of the student. • Descriptive captioning (Blind/Low Vision). • To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live Web-based chat. • Supplemental print materials in appropriate alternate format. • Real-time descriptive narration or descriptions by the instructor of visual • Objects which have significant instructional content as a part of the course dialogue/lecture.
Resources	CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing

Media	Video Transmission (Pre-recorded)
Access Concern	• Blind/low vision can't see it. • Deaf/hard of hearing can't hear it. • Supplemental print materials inaccessible to blind/low vision students.
Solution(s)	• Closed or open captioning of broadcasts. (Deaf/HOH) • Use of Sign Language interpreter in small window on video screen. (Deaf/HOH) • Use of Sign Language interpreter in location of the student. • Supplemental print materials in appropriate alternate format. • Real-time descriptive narration of significant visual elements.
Resources	• INTELECOM videos (precaptioned; can be embedded into online classes) • Captioning • YouTube & Google captioning • CaptionTube • Overstream (for videos you don't have the rights to)

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.

APPROVAL PROCESS FOR A COURSE OFFERED VIA DISTANCE EDUCATION

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 committee's requirement for distance education approval for any course at the Ventura College. 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.

The Criteria from the Distance Education Course Addendum that is located in Curricunet is provided for you here so you can prepare the questions necessary for getting a course approved to teach online.

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 Ventura 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)

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

Fully Online (100% online)

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)

- o 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).

- o 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).

- o 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).

- o 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.

- o 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.

o   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.

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

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

o   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.

Internet   %

Live Interaction   %

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:

☐ On Campus

☐ Online

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

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!

FACULTY TRAININGS IN LMS

In accordance with AFT 1828 Faculty Contract Section 23.2.A, Faculty who complete distance education training shall be provided a certificate of completion by the college that verifies the completed course content. Each college will keep a list of those faculty members who have certificates of completion.

Ventura College offers trainings each semester and they are listed on the distance education web site at http://www.venturacollege.edu/online-services/distance-education/de-faculty/de-and-instructional-tech-training-schedule. Certifications are granted in the current LMS and integrate best practices in online teaching.

DEVELOPING YOUR 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. 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.)

TOOLS IN LEARNING MANAGEMENT SYSTEMS

TOOL	DESCRIPTION
Calendar	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.
Classlist/ People	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.
Content/ Modules	The Content/Module tool allows the posting and organization of relevant learning materials for students. Content material can range from Microsoft Office documents, full webpages created 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.
Discussions	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.
Assignments	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.
Grades	The Grades tool allows instructors to establish an online grade book. Items in the gradebook associate with 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.

News/ Announcements	The News/Announcements tool allows instructors to post messages to students that they will see when in the course shell. 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/Announcement item is posted.
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.

STUDENT SUPPORT SYSTEMS

We offer equivalent support services to our distance education students. We publish a VC DE Student handbook on our web site. There are also online library services, online tutoring services, and the VCCCD portal resources such as information about personal counseling, academic advisement, access to Health Coordinator, and many other student services. Online students can visit on campus resources, as they are officially enrolled students at Ventura College. There are many other resources listed on the distance education web site and college web site.

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:

- the purpose and character of the use, including whether such use is of commercial nature is or for nonprofit educational purposes;
- the nature of the copyrighted work;
- amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- 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

Columbia University has 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 different than teaching a tradition on-campus course. We have an Online Teacher Training Course that teachers take before teaching online at Ventura College. Online Teaching requires a solid knowledge of computers and the internet, a learning management system, excellent communication skills, a unique online pedagogy, engaging learning online learning activities, and creative troubleshooting.

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

Office hours are essential to provide students with real time feedback, study resources, and overall student success strategies. 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.

For clarification per the VCCCD Board Administrative Procedure 4105, faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement.

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

Faculty can attend trainings, workshops, and consultations with the instructional technologists/designers.

Students should first refer first to the Faculty member to clarify if the question is a course content question. If there is a technical issue identified, students can be referred to the student help desk as per the Ventura College web site. Students can also contact the instructional technologists/designers for further clarification. There are trainings held at the beginning of each term for students learning the LMS, and there are also help systems within the learning management system for additional support.

Do I have to use the college's LMS for Distance Education Courses?

Yes, currently the entire Ventura County Community College District is using one of the VCCCD approved LMS systems for online and partially online classes as per school policies. By using this system, the school identifies your students and protects their identities in compliance with FERPA. Faculty should always use the district provided

LMS for communication with students in a secure environment via emails, gradebook, course content, and other LMS and district tools.

How do I use the LMS?

Training are provided on the Ventura College website every semester. Consultations can be made, and drop-ins with the instructional technologists are welcome.

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

Yes, you must set deadlines for your students as these are distance education courses and not correspondence courses.

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 Ventura College and he or she will be able to provide you with the contact information of instructors willing to share their experiences.

Can I schedule my time specific final any time during finals week?

No, online finals have a specific time schedule each semester and it is posted each semester. Any exam that is time specific must be scheduled during those times.

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

Sharon Oxford
Instructional Technologist / Designer
805.289.6233
soxford@vcccd.edu

Matthew Moore
Instructional Designer / Technologist
805.289.6183

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.sht
ml

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

Faculty Support
http://www.venturacollege.edu/online_services/online_classes/faculty/index.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 (3rd ed.). New York, NY: Routledge.

Palloff, R. & Pratt, K. (2007). Building online learning communities: effective strategies for the virtual
classroom (2nd 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.

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 (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.

Canvas
The learning management system that the Ventura County Community College District is transitioning to.

Desire2Learn (D2L)
The learning management system currently used by the Ventura County Community College District.

EAC
Educational Assistance Center.

Face to Face Course
A Course that meets on campus.

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 course that is offered both online and in a face to face format. The course is clearly defined in Curricunet in regards to percentages of those formats.

Learning Management System (LMS)
A program used in training for delivering content. We currently use Desire to Learn and are transition to Canvas.

LRC
Learning Resource Center.

On campus course
A traditional course on campus.

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." http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000

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.