



DISTANCE LEARNING MANUAL

2009-2010

Distance Learning is an integral part of the QEP, which proposes to increase student engagement.

From the Vernon College's Quality Enhancement Plan, page 20.

Focus Vernon College will improve student learning by increasing engagement. **Goal** In order to increase student engagement, Vernon College will transform curriculum and instruction, provide innovative professional development opportunities, and create a technology-rich environment for instructional and student support services.

Expectations Vernon College has identified three major student learner outcomes to guide the QEP:

1. Students will actively participate in class activities.
2. Students will collaborate with classmates, faculty, and support personnel on designated tasks.
3. Students will interact with faculty and support personnel to enhance their learning experiences.

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Distance Learning at Vernon College

The distance learning program at VC provides access to college courses and support services for students who are separated by time and physical location from a faculty member and/or instructional location. Courses taught via distance learning are the same as VC courses offered on site in terms of academic quality, credit hours, and transferability.

Internet Courses. VC offers online courses. Instead of attending regular classes on site, students access lessons and assignments through the Internet. Hybrid or blended Internet courses require students to attend scheduled class sessions at the appropriate instructional location. Some courses require students to purchase and install software on their computers. The following is a list of specifications for Blackboard users.

- IBM-compatible PC with a Pentium Processor with Windows XP or VISTA
- 16 MB of RAM
- 100 MB of free HD space
- CD-ROM or DVD with sound card
- 56 Kbps dial-up modem (high speed Internet recommended)
- An Internet connection through an Internet Service Provider
- Internet browser compatible with the Blackboard Learning Management System (Example: Netscape, Internet Explorer, Mozilla Firefox,). For a list of compatible browsers go to [Browser Tune-Up](#) link on the Blackboard log-in page.
- Current Java software – (e.g., J2SE(TM) Runtime Environment 5.0 Update 7). To install this software go to the Browser Tune-Up page and scroll down to the Plug Ins section.

Interactive Television Courses. Interactive television instruction provides two-way, real-time communication between instructor and students who are separated by geographical distance. VC's interactive television classrooms send and receive instruction from other colleges and universities and area independent school districts. The classrooms are located on the Vernon campus and the Century City Center. Instructors who teach ITV courses are expected to travel to the remote site(s) at least once during each semester.

Virtual College of Texas (VCT). VC partners with other Texas community colleges as a host college. Students will only be allowed to take VCT courses through Vernon College after they have completed six (6) semester hours of college-level courses in residency at VC. VCT courses will only be made available to students in subject areas where VC does not normally offer courses within a given calendar year. Exceptions to this rule may be made when the student needs a course in the VC inventory in order to graduate prior to the next scheduled offering of the course. In those cases, the VCT course will be made available through Vernon College if VC is not offering the course that semester or if the course is offered but all sections of the course are closed (including Internet, face-to-face, and ITV). All VCT registrations will occur during the late registration period. Exceptions to this policy must be approved by the Director of Distance Learning and the Dean of Instructional Services.

Training Opportunities For Faculty

Blackboard training sessions are conducted throughout the year. Hands-on workshops and individual one to one training for both ITV and Internet are scheduled the week of faculty development each semester. One to one sessions can be scheduled anytime during the semester for the convenience of the instructor. For more information about training contact the Director of Distance Learning by telephone or email. Contact information is located in the back of this manual.

Student Resources

VC advisors administer a survey (*Appendix B*) to students who are considering enrollment in an Internet course. The survey entitled, “*Is Internet Learning For Me?*” is designed to help the student ascertain his/her chances of successfully completing an Internet course based upon personal preferences and work habits.

Internet Courses Webpage

The Internet Courses webpage is located in the Distance Learning section of the Vernon College website. This page contains a link to the online course schedule. General information about Internet courses and required computer specifications are also included on the Internet Course webpage.

Computer Security Policies for Distance Learning

Blackboard User Names and Passwords

Student user names are the student ID number assigned by Admissions and Records upon admittance to the college. The password is the student’s pin number.

The Blackboard Administrator loads the students into the courses the first day of each semester. However, students who register late will need to be added. Instructors should check class rosters for late registrants and contact James Graham, Blackboard Administrator, at (940) 552-6291 ext. 2245 or jgraham@vernoncollege.edu to have students added to courses.

The instructor can add a late registrant that has already taken a Blackboard course at Vernon College, or is currently enrolled in another Blackboard course at VC to the roster. If a student is not in the universal student database, then the Blackboard Administrator must add him/her.

Password Security

Instructors must inform students in Internet courses of the following policies:

A student must not disclose his/her password to any other person. Disclosure of a password may result in administrative withdrawal from VC with forfeiture of tuition and fees.

Any student who is aware of a violation of password security must immediately notify either the instructor of the course or the Blackboard Administrator.

Viruses

Viruses are a particular concern to all users of personal computers. Viruses are short computer programs that are easily transmitted via diskette or electronic transmission from one computer to another. They are a security threat because they can destroy software data files, attack hardware, and overwhelm e-mail systems.

All instructors teaching Internet classes must install a virus checker on every computer used to communicate with students. Communication includes sending and receiving e-mail messages and attachments. Virus definition files must be kept up-to-date. Upon request, Information Technology Services will provide anti-virus software for the instructor’s office computer at VC. If the instructor also chooses to use one or more computers that are not the property of VC, he or she must obtain and install anti-virus software on those computers. It is the responsibility of the instructor to regularly update the virus definition files on all of the computers he/she uses.

In the event that an instructor's anti-virus software detects a virus in a message or attachment sent by a student, the instructor must immediately notify the student that his/her computer is infected and that no attachments will be accepted until the student has removed the virus from his/her computer. Each student is responsible for detecting and removing viruses from his/her computer. The instructor must also notify Information Technology Services and should notify other instructors teaching Internet courses.

In the event that an instructor's computer is known or suspected to be infected by a virus, the instructor must take the following steps immediately:

1. Turn the computer off.
2. Call Information Technology Services for advice.

Course Development

New course development should be initiated in the form of submitting the *Distance Learning Course Development Contractual Agreement (Appendix C)* at least 3 months prior to the semester offered. The course must demonstrate compliance with the Distance Learning Course Evaluation guidelines at least one month before the semester begins. Existing courses that are copied for a new or adjunct instructor to use should be requested at least one month before the semester begins.

Internet Courses. Faculty members must secure approval from the Director of Distance Learning for Internet course development (*See Distance Learning Course Development Contractual Agreement, Appendix C*). The Online Subcommittee of the Distance Education Committee (one faculty member from each division, IT representative, and Director of Distance Learning) will evaluate each proposed course to ensure that it meets the standards for Internet instruction before it is offered.

Previously developed Internet courses may be used by other faculty members provided the faculty member meets the following requirements at least one month before the course is to be offered: creates a personal web page on the VC web site, attends training sessions conducted by the Director of Distance Learning at least one month prior to course implementation, and personalizes the course information as it appears on Blackboard.

Interactive Television Courses. (*See Distance Learning Course Development Contractual Agreement, Appendix C*) The instructor must provide evidence of the following: demonstrates computer literacy, develops a personal web page, completes interactive video training, provides a detailed course outline, (*See outline format in Appendix D*) and develops materials (graphics, overhead transparencies, or PowerPoint presentations) for the course. The ITV Subcommittee of the Distance Education Committee (one faculty member from each division, the Director of Distance Learning, and the Media Specialist) will evaluate each course to ensure that it meets the standard for interactive instruction before it is offered.

Internet/Interactive Television Course Review

Before Internet or interactive television courses are taught, reviews are conducted for the purpose of making sure that the quality of courses offered at VC is maintained at a high level and all elements for instruction are included. The reviews are not meant as criticism, but as an aid to make sure that certain standards are met and to offer suggestions for possible improvement. (*See Appendix E for checklist utilized by the subcommittee.*)

Browser Compatibility

When developing any content to be placed on the Internet, instructors must keep in mind that different browsers will display content differently. For example, a document developed using Microsoft FrontPage may not display

properly when viewed using Netscape. It is important therefore, that the instructor preview all content prior to being placed on the Internet using current editions of both Internet Explorer and Netscape. Mozilla Firefox and Google Chrome have become a popular browsers as well. It would be beneficial to preview your content on this browser as well.

Blackboard is compatible with certain browsers and versions. The Blackboard system will automatically perform a browser compatibility check when users select the log in button prior to entering their user name and password. If the browser is not compatible, an X will appear next to the browser check section and a link is provided to the browser tune-up page (<http://www.Blackboard.com/tuneup>). This site provides step by step instructions for users to find a compatible browser or update the version of the browser they have.

Using Video in Internet Courses

Using video in download/play, streaming, or live modes in VC Internet courses is a major consumer of bandwidth. This causes severe time delays for students with slow dial-up access. Therefore, the instructor must take into consideration what type of access will be available to the students enrolled in the course. It is also recommended that faculty members use CD-ROM technology where possible to make this type of instruction available to students. The United States Copyright Law must be followed when course materials are developed.

Accessibility

The goal of VC is to provide web pages that are accessible to everyone, including those with physical disabilities. Faculty members using audio, video, graphs and pictures in their courses must describe this information through written narration. Be aware that all websites, including Blackboard websites fall under Federal Government section 508 guidelines for accessibility. For more information about section 508 guidelines, go to: <http://www.section508.gov/index.cfm?FuseAction=Content&ID=12#Web>

Internet Course Management System

All Internet courses will utilize Blackboard as the course management system unless specific permission has been given by the Dean of Instructional Services to use a system provided by the textbook publisher. Internet courses that require students to access content outside of Blackboard must be linked from Blackboard to the external content.

Blackboard Access

Listed below are the instructions for accessing Blackboard at Vernon College.

- First, you will need to contact the Blackboard administrator and request that your name be added to the Blackboard database.
- Next, make sure you are logged on to the Internet.
- From the Vernon College homepage, click on the Blackboard tab at the top of the page.
- Your next page will be on the Transition log-in page. In addition to the log-in button, there is a student tutorial on this page. This page is also used for announcements in the event the Blackboard server is down. (You might want to bookmark this page so that you can more easily access it in the future.)
- Click on the log-in button on the next page. The Blackboard system will automatically perform a browser check to ensure you have turned off your pop-up blockers and that you have the proper software to use the program. If you need to turn off pop-up blockers, or install/update software, directions and links will be provided.
- Once the browser check is complete, a box will appear requiring a username and password.

- If you make a mistake and get an error page, you can usually click on the back button of your browser enough times to get back to the log on page.
- Type in your User Name And Password. Your username will be the first letter of your first name and your last name. The default password is letmein. You will be prompted to change your password upon initial log-in entry.
- The next page will list the courses you are teaching. Click on the available link to go to a specific course homepage.

Blackboard Back-ups and Resets

Instructors must keep backup copies of all of their course information stored on the Blackboard server. Backups should be stored away from VC.

It is recommended that instructors also keep backup copies, either printed or on disk, of all work submitted by students. Blackboard includes a backup function that will backup the instructor's entire course and compress it into a zip file or .bak file. That file can then be downloaded onto another storage device such as a hard drive on another computer or a memory stick.

Instructors should notify students of the following policy:

Students are responsible for keeping copies of all work submitted to instructors. It is recommended that in addition to keeping a copy on the hard drive of his/her computer, a student should regularly copy all files to another storage device because hard drives do fail.

After completing a semester, but before the next semester starts, Internet instructors need to back-up their course and then reset it. To back-up a course in Blackboard, go to Manage Course and select the Backup link. From that page click on the Back Up course button. The course will be placed in queue. Click the OK button. The next page will display a box with the backed up file on the server. Click on the selection box located immediately to the right of the back-up file name and select the "save as file" option. To download the saved back-up file, select "File Manager" and then click on the "My Files" icon located in the upper top of the page above the location information. Find the back-up file, then click on the selection box located immediately to the right of the file name. Select "download" and decide on the location for it to be saved. Note: Contact the Blackboard administrator if you need to have your course restored.

A backup tutorial is provided in the back of this handbook (*See Appendix F*).

The reason to do a backup after the semester is so that the student list is preserved from that semester. Now, reset the course. To reset the course go to **Manage Course** and scroll down to the bottom right. Select **Reset Course**. The next screen will give the option to reset the entire course, or just certain parts of the course such as the e-mail. *If the course is not reset, then the students from the previous semester will remain on the student list and will have to be individually deleted once the new students are added.*

Backup your course throughout the semester periodically. That way, if the server crashes, or the course is accidentally deleted; you will be able to restore it!

Intellectual Property

According to the *Vernon College Board of Trustees Policy Manual DBD (LOCAL)*, the College is committed to assist the efforts of its personnel to be innovative, creative, and effective in guiding students in the learning process. The College attempts to allocate its resources in a manner, which will provide full support of efforts to improve instruction. It is the desire of the College to protect the interest of its personnel in relation to original

ideas and words, which may have monetary value. It is also important that public funds and property not be used for personal gain.

Any materials developed by College personnel on their own time exclusively, without the use of materials and equipment owned by the College, shall not be considered property of the College.

Instructional materials and associated copyright/patents, which are developed by College personnel acting in the scope of their employment, shall be jointly owned by the College and said developer. The College, in return for unrestricted license to use and reproduce original materials without further cost, shall transfer to the developer full ownership of copyrights/patents in accordance with the following conditions:

1. In the event the developer wishes to obtain property rights to materials developed on behalf of the College, he/she may do so by reimbursing the College for the complete cost of all developmental expenditures incurred by the College. Such costs would include stipends paid to the developer (beyond contracted salary), prorated salaries of support staff, supplies, and other related expenses.
2. After the College has recovered the expenditures incurred in the development and support, all profits will go to the developer of the materials.

No College employee shall realize a profit from intellectual materials and endorsements sold exclusively to College students. However, an employee, upon approval of the College President, can assign such profit to a College scholarship or other entity of the College.

The College President must be notified in writing by an employee who wishes to use time, equipment, materials, or facilities to create objects, materials, or information which could lead to copyright or patent activities. This notice must be given and tentative approval received from the President prior to actual work on the project. After receipt of such notice of disclosure, the College shall take appropriate action toward establishment of ownership and securing appropriate legal protection. The College President shall have authority for final review and approval of the project and subsequent licensing. However, the College assumes no financial responsibility in securing patents and/or copyrights.

The College will maintain control over research, materials, and intellectual properties when funds from outside agencies are involved, even when agencies attach their own regulations.

Read, Mary Hutchings. *The Copyright Primer*. Chicago: Chicago Press Corporation, 1988.
Sinfosky, Esther R. "Reference on the Web: Copyright." *Booklist*. June 1 & 15, 1999, pp. 1880-1881.

United States. Copyright Office. *Circular 21 Reproduction of Copyrighted Works by Educators and Librarians*. Washington: GPO, 1991.

Vleck, Charles W. *Copyright Policy Development: A Resource Book for Educators*. Friday Harbor, WA: Copyright Information Services, 1987.

(See Appendix O for Copyright information.)

Load Procedures

Internet Courses. Full load is awarded for 12 students in a class. Course limits are 21 in English 1301 and 1302 and 25 in the remainder of the courses. Faculty members assigned to teach a course that has fewer than 12 students may teach the course at the extra service rate of \$100 per student. Faculty teaching courses exceeding the maximum number of students set for the course will be paid an extra service rate of \$100 per student for each added enrollment. The extra service rate of \$100 is set for 3-semester hour or higher courses. Extra service payments for courses less or more than 3 semester hours will be prorated. Faculty members teaching Internet

courses that do not meet the minimum enrollment standards may request to combine courses for load purposes with the load hours determined by the course with the highest load-hour value. The appropriate Division Chair in consultation with the Dean of Instructional Services is responsible for determining the make up of the combined courses.

Interactive Television Courses. Full load is awarded when a course reaches 12 students from all sites. Total course enrollments are limited to 55 students (except nursing courses transmitted to Wichita Falls). Once a course reaches the following number of enrollees from all sites, an extra service payment of \$50 per student is earned: English 1301-25 students; English 1302-25 students; and other courses 32 students. The extra service payments are limited to \$600. **For each remote site with 3 or more students, instructors earn a \$100 stipend.**

Course Orientation Conducted by Faculty

- All students are required to participate either in an online orientation session or, in the case of hybrid courses, in a face-to-face session when taking an Internet course.
- Introduce yourself and let the students get to know each other and exchange e-mail addresses via a chat room or, in the case of hybrid courses, in a face-to-face session.
- Explain how to navigate the course.
- Explain if the course requires the use of an external email account; otherwise all email communication is handled through Blackboard.
- Stress to the students the need for self-discipline and motivation in an Internet course.
- Cover important dates in the course calendar and/or outline.
- Present an overview of course content focusing on assignments and due dates. Identify any potential problems students may have.
- Explain assignment/test evaluation methods.
- Explain how students will be notified of assignment/test scores.
- Provide each student with a course syllabus and course outline.
- Let students know how to get in touch with you.
- Stress the importance of the instructor evaluation.

Attendance Policy

Attendance policies and the calculation of unexcused absences apply to students enrolled in Internet and ITV courses who fail to make scheduled contact with the instructor and/or complete assignments as listed in the course outline.

The attendance policies of the Institution state that all students are expected to regularly attend all classes in which they are enrolled. Students are responsible for the subsequent completion of all work missed during an absence. Any instruction missed and not subsequently completed will necessarily affect the grade of the student regardless of the reason for the absence. The manner in which make-up work is administered is left to the professional discretion of the individual faculty member as described in the course outline. Except for absences due to College sanctioned activities, it is at the instructor's discretion to excuse or not excuse an absence.

An instructor may request the withdrawal of a student from a class when the total number of unexcused absences exceeds the equivalent of two weeks of class meetings in a course; specifically, this equates to the following allowable unexcused absences:

Sixteen - Week Semester*	Eleven – Week Semester*
Ten from a class that meets five times a week	Seven from a class that meets five times a week
Eight from a class that meets four times a week	Six from a class that meets four times a week
Six from a class that meets three times a week	Four from a class that meets three times a week
Four from a class that meets two times a week	Three from a class that meets two times a week
Two from a class that meets one time a week	One from a class that meets one time a week

Eight - Week Semester*	Five and One-Half -Week Semester*
Five from a class that meets five times a week	Four from a class that meets five times a week
Four from a class that meets four times a week	Three from a class that meets four times a week
Three from a class that meets three times a week	Two from a class that meets three times a week
Two from a class that meets two times a week	One from a class that meets two times a week
One from a class that meets one time a week	One from a class that meets one time a week

*Labs are counted as a class meeting

Attendance counting begins on the first day the student is enrolled. When an instructor requests the withdrawal (drop) of a student from a course, a grade of W will be considered, if the student at the time of the request has a course grade equivalent to the numeric average of sixty (60) or higher; otherwise, a grade of WF will be given. Students enrolled in programs with external accreditation standards must meet more stringent attendance regulations, as described in the program’s handbooks/policies. Students from area independent school districts must meet high school attendance regulations as dictated by the appropriate district.

Students who are absent from class for the observance of a religious holiday may take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day of the semester, the students notify the instructor(s) that they will be absent for a religious holiday (Sec. 51.911 Texas Learning Code).

Testing

Use of Testing Centers

Testing Policies and Procedures

- I. Testing
 - a. Testing for Blackboard courses may be administered in several different manners dependent upon instructor preference. Instructors may use the online assessment feature in Blackboard or other publisher provided testing venue.
 - b. Vernon College Testing Centers provide testing support services for students enrolled in Internet or Hybrid courses offered by the College. These centers can be utilized for proctoring both online or paper based exams.
- II. Use of Testing Centers
 - a. Initial/first time tests – for classroom credit courses on the approved list.
 - b. Re-tests –available in accordance with retest versions on file (students may retest once using any version except the one given on first exam).
 - c. Make-up tests
 - Submitted to the Testing Center after the initial test is given and available to students who are unable to take the initial test.
 - Limited to one per student per exam.
 - d. Instructors should make arrangements with the Department of Special Services if a student with a documented disability, enrolled in an Internet or Hybrid course needs alternative testing arrangements.
 - Documented students will have submitted an accommodations request letter to the instructor sometime during the semester.

- All students who claim a disability but have NOT submitted a letter of accommodation request to the instructor must see the Director of Special Services to begin the process of qualifying for special testing arrangements.
 - A minimum of one week's prior notice (sometimes it takes longer, depending on how long it takes the student to access his/her documentation from the doctor, school, or DARS agency) is necessary in order to qualify a student for special testing arrangements.
- III. Students may use any testing center location unless otherwise specified by the instructor.
- IV. Group Testing
- a. Testing Centers are not able to accommodate group testing.
 - b. First Time (Initial) Testing
 - c. Testing Centers can only accommodate testing support services for students enrolled in Internet or Hybrid courses at Vernon College.
 - d. Testing will be done on a first come, first served basis.
- V. Locations and Hours of Operation of the Testing Centers
- a. Testing Centers are located at the Century City Center in room 400 and on the Vernon campus in room 213.
 - b. Testing Centers' hours are subject to change. Hours of operation are located at in the Campus Announcements section of the Blackboard Learning Management System.
- VI. Faculty Use of Testing Centers.
- a. Before using a Testing Center for the first time, instructors should contact the Director of Testing to receive an orientation to Testing Center services.
 - b. To prepare students for using the testing facility, faculty should direct students to the VC website, to obtain a copy of the Student Guidelines for Use of VC Testing Centers.
- VII. Students may not leave homework, special assignments, etc. with Testing Center staff. Students should deliver all class related materials directly to the instructor.
- VIII. Submitting Tests
- a. Tests should be submitted to appropriate Testing Center personnel a minimum of two working days before students are expected to start taking them. Methods of submission include: email, hand delivery, U.S. mail service or intercampus mail. Check intercampus mail delivery schedules to ensure that exams arrive before the two-day timeframe needed to receive and process the tests
 - Test Format
 1. All test copies must be legible and printed on 8 ½" x 11" or legal-sized paper. Online tests administered through WebCT/Blackboard are also acceptable.
 2. A Transmittal Form must accompany each test or series of tests. Email attachments and/or paper copies of the Transmittal Form should be submitted to Testing Center Personnel. Instructors requesting changes on the Transmittal Form after submission must do so in writing or email to the faculty secretary. Email address must be documented on instructor's Transmittal Form for verification of authenticity upon receipt.
 3. Deadlines
 - a. A student deadline for each exam should be stated on the Transmittal Form.
 - b. All test deadlines are at the end of the Testing Center's workday.
 - c. Testing Center personnel will not give out test deadlines to students.
 - b. **FOR SECURITY REASONS, PLEASE DO NOT FAX TESTS**
 - c. Tests arriving through intercampus mail should be in a sealed and secured envelope. Testing Centers are not responsible for tests received in an unsecured manner.
 - d. Only instructors may submit tests. For security reasons, Testing Centers will not accept tests being delivered by students.

- e. A Transmittal Form must be submitted for each test each semester.
- f. Supplemental Materials
 - 1. Testing Center staff will allow students to use only those supplemental materials listed by the instructor on Transmittal Form.
 - 2. Testing Centers will supply all types of paper (scratch, graph, and ruled) and these sheets will be returned to the instructor attached to the student's test. NOTE: A student must supply his/her own Scantron forms.
 - 3. If an instructor opts to utilize multiple forms, the versions (forms) will be distributed randomly to students unless other acceptable arrangements are made between the Testing Center and the instructor.
- Re-testing --Instructors must submit a new Transmittal Form for students to retest.
- Time Allowed for Students to Complete Tests
 - 1. Each test must be completed in one sitting.
 - 2. Testing Center staff will collect all exams from students at the stated closing time of the Testing Center. There are no exceptions.
 - 3. Timed Exams
 - a. When requested by the instructor, the Testing Center will administer timed tests in paper and pencil format. Time limits should be indicated on the Transmittal Form.
 - b. Timed exams are available using WebCT/Blackboard. Contact the Director of Distance Learning for assistance with online timed test development.
- Restricted Use of Testing Centers
 - 1. Testing Center staff, their spouses and children, or other individuals having a conflict of interest are prohibited from taking exams in the Testing Center.
 - 2. Alternate testing arrangements can be made to accommodate these individuals.
- Return of Completed Tests to Faculty
 - 1. Tests taken at the instructor's home campus will be available for pick-up during the Testing Center operating hours at the instructor's convenience.
 - 2. Tests taken at campuses other than the home campus of an instructor will be mailed using U.S. mail to that instructor's home campus.
 - 3. Tests are mailed out on the Monday after the test deadline.
- NOTE: Testing Centers do not have the capacity to grade exams taken in the testing center.
- Scholastic Dishonesty
 - 1. If Testing Center personnel perceive any form of scholastic dishonesty on the part of a student they will use the following procedure:
 - 2. The Testing Center proctor will report the incident to the instructor via email with the following information
 - a. Student Name
 - b. Student ID
 - c. Course
 - d. Instructor Name
 - e. Date/Time of Incident
 - f. Description of Incident
 - g. The instructor shall determine whether scholastic dishonesty has occurred and follow up in accordance with college policy.
- Student Conduct
 - 1. Behavior that significantly interferes with or disrupts Center operations will result in student removal from the Testing Center.
 - 2. The instructor will be informed of such action.

- I.D. Requirements
 1. All students must present a photo ID in order to test in an Instructional Testing Center. A Vernon College student ID card, driver's license or military ID are all acceptable forms of photo identification.
 2. Students without a valid photo I.D. will not be allowed to use the Testing Center.

IX. Testing Center Proctors

- a. The Testing Center Proctors work as part of the Vernon College team to facilitate electronic and pencil and paper testing sessions at Vernon College locations.

Responsibilities include:

- Assists with the protection of secure, highly confidential and valuable documents by maintaining inventory, logs, and testing files.
 - Maintains strict confidentiality about tests and grades.
 - Counts tests; places them in numerical order; distributes answer sheets, test booklets and/or other instructor approved supplemental materials.
 - Verifies candidates' identification and seats them appropriately.
 - Maintains student sign-in sheets.
 - Checks for breaches of test security and notifies instructor of suspected scholastic dishonesty.
 - Assists in clarifying test instructions for candidates.
 - Collects test materials at the end of the testing period.
 - Provides status update reports to the supervisor weekly.
 - Reports any issues to the supervisor in a timely manner.
 - Other duties as assigned.
- b. Job requirements
 - One year experience in customer service.
 - Available weekends.
 - c. Skills and Knowledge Requirements
 - Technical aptitude with a computer; able to login and navigate in WebCT/Blackboard and other course related programs/systems.
 - Strong interpersonal, communication, and organizational skills.
 - Ability to multi-task.

Interactive Television Facilitator

In order to protect the integrity of the courses, facilitators are required at each remote site. If a VC discipline/program chooses to enroll students at another VC site, it is the responsibility of the offering site to secure and pay a facilitator for the remote site. If an independent school district chooses to enroll students in a VC interactive video course, the high school must provide the facilitator.

Facilitators must be at the remote classroom during all course instruction. Facilitators provide technical support and classroom management functions. Facilitators should never discuss instructors or classes with students.

Student Complaint Procedures

Students have the right to be officially heard in matters where they feel they have a complaint against College policy or personnel. Distance learning students are encouraged to resolve problems when they first arise with the faculty member assigned to the course. Students may contact the faculty member through the email address and phone number listed on the course outline. Only when problems cannot be solved informally in conference with the faculty member should the student resort to formal grievance procedures described in the Vernon

College *Student Handbook*. Any student having a question regarding this process should contact the Dean of Student Services through email at jhardin@vernoncollege.edu or by phone at (940) 552-6291, ext. 2250.

Distance Learning Retention Strategies

Research has indicated that high interactivity with the instructor is the number one resource in improving Internet course completion rates. Many VC instructors have developed efficient ways to provide feedback to students in online courses. Some suggestions for keeping the lines of communication open include: using an online database of answers to frequently asked questions (taking care to update that database each semester), using automatic e-mail response systems to tell students that their question or assignment has arrived and give them an estimated response time (if an instructor chooses not to use an automatic response system every attempt should be made to reply to the student's e-mail or telephone message **within 48 hours of receipt**), checking Blackboard to see when students logged on and off the course and how much time they spent on each assignment (this process can provide a synopsis of student progress and enable the instructor to intervene before it is too late), utilizing the power of group interactivity by answering questions for the entire class on the Blackboard bulletin board, posting a question on the bulletin board with a request that the class respond, or by using chat rooms.

Other suggestions for student retention include holding virtual study sessions before major exams, having virtual office hours (published in outline), directing students to become familiar with the support services on the distance learning web site, and requiring a written assignment within one week from the start of the course.

Student Evaluation of Instruction

All faculty, including adjunct faculty, will be evaluated on an annual basis by his/her division chair and all evaluations will be reviewed by the Dean of Instructional Services.

Student evaluations of faculty will be conducted according to the following schedule:

Adjunct faculty will be evaluated by each class each semester for one year of satisfactory performance, including summer if applicable, and then they will follow the full-time faculty schedule. Adjunct faculty includes instructors teaching at remote sites in support of the dual credit program.

New Full-Time will be evaluated by each class each semester for one year of satisfactory performance, including summer, and then they will follow the full-time faculty schedule.

A random sample of full-time faculty classes (not less than 30%) will be evaluated in the fall and spring semesters annually. If a faculty member's performance is unsatisfactory, that faculty member will automatically be evaluated the following semester. All full-time faculty will be evaluated annually.

Instructors will be notified in advance about the evaluation process.

ITV Course Evaluation

ITV course evaluations (*Appendix I*) are conducted in the sending and receiving classroom synchronously with the sending location responsible for all evaluations. The procedures followed for on site courses are utilized in the ITV course evaluation process. Evaluation forms are faxed or mailed to and from remote sites. The Director of Institutional Research will be responsible for administrating the process and tabulating the results. Results of the evaluations will be forwarded to the Dean of Instructional Services, Director of Distance Learning, appropriate Division Chair, and placed in the instructor's personnel file.

APPENDICES

APPENDIX A

DISTANCE LEARNING GLOSSARY

ATM – (abbreviation for Asynchronous Transfer Mode) A newer, very high capacity system for transmitting data. (See also bandwidth)

Asynchronous – Individual characters (made up of bits) transmitted at irregular intervals, for example, when a user enters data. To distinguish where one character stops and another starts, the asynchronous communication mode uses a start and a stop bit. The asynchronous transmission mode is used for lower speed data transmission and is used with most communications equipment designed for personal computers.

Bandwidth – A measure of how much information can be carried by a communications connection. In the case of compressed video on phone lines it refers to the amount of data a telephone line can carry. The higher bandwidth, the more data can be transmitted. A video signal can be sent on a household telephone line, but only at 33 Kbps, whereas a T1 line can transmit at 1.54 Mbps. The video transmitted over the household line will be very poor quality, whereas the video transmitted on the T1 will be very close to broadcast quality.

Bandwidth on Demand – The opposite of leased or dedicated lines. In this network arrangement, users dial other users much as a telephone connection. Users pay only for the time and bandwidth used. (See also leased line.)

CODEC – A computer with the special job of “squeezing down” the audio and video signals so they can be transmitted inexpensively over telephone lines then “reopening” signals sent from other distance learning classroom codecs. A codec is just a specialized personal computer with additional cards to perform the compression/decompression function. Major manufacturers include VTEL, PicturTel, NEC, Fujitsu, and others. (See also transmission rate, frames-per-second, and H.320 standard)

Compressed Video – One of the many terms that describes how video and audio signals are sent over high-speed telephone lines. To reduce transmission costs, the video signal is “squeezed down” by a codec (see above) at the transmission site, transmitted in this condensed form, and then “opened up” at the receiving end. The result is a picture that is not quite as good as commercial television, but is usually more than good enough for educational purposes. (See also codec, transmission rate, frames-per-second, and H.320 Standard)

Distance Learning – Refers to education or training courses delivered to remote locations via audio, video (live or prerecorded), or computer technologies (such as CD-Rom and the Internet), including both synchronous and asynchronous.

Document Camera – The distance learning equivalent of an overhead projector. It consists of a small camera mounted on a stand above a base. Video shots of objects placed on the base can be sent out over the system when the instructor selects the document camera. On better quality document cameras, the base can be lit from underneath allowing transparencies and/or slides to be shown. For opaque objects, the base is lit from above.

DS3 – (also known as T3) A very high-speed phone line capable of transmitting 45 Megabits per second (Mbps) of data. These lines are the major backbone of high-speed communication and are the equivalent of 28 T1 lines. DS3 requires fiber optic cable.

e-Learning – Provides a learning experience to the learner via the Internet and multimedia presentation.

Elmo – A brand name of document camera. Though many other companies manufacture document cameras, Elmo has become the de facto word much as Kleenex is used in referring to tissues.

Facilitator – A person designated to act as a teacher assistant at a remote site.

Frame Relay – A system for transmitting data. It is normally used for high-speed computer networks, but new technology allows it to be used for video transmission. (See also ATM and ISDN.)

Frames per second – An expression to describe the quality of video. Commercial television broadcasts at 30 frames per second, but most compressed video will operate at a slightly lower speed, which varies in relation to the amount of movement to be broadcast. A “talking head” picture will transmit at or near 30 fps, but if the same person jumps up and down, most systems cannot handle that well and the number of frames per second will drop.

H.320 Standard – (Pronounced *H dot three twenty*) In years past, codecs from different manufacturers could not connect because each company had its own proprietary system. Recently, the H.320 standard was established to allow all codecs to connect. All major vendors now make their codecs to adhere to this standard.

ISDN – The abbreviation for Integrated Service Digital Network. Essentially, it is a completely digital telephone system and is often used to carry compressed video signals. ISDN also includes service to residences and business as normal phone lines, except that it can carry considerably more traffic than an ordinary phone line. It is not available in all areas.

Intellectual Property – As applied to distance learning, it is a question of ownership of courses: the institution or the teacher. It is an issue in distance learning because students on other campuses, beyond the controls a teacher would normally have, have access to courses and information created by the teacher.

IMUX (Inverse Multiplexer) – equipment that “bundles” available ISDN lines together to achieve a required transmission rate. For example, one ISDN channel transmits at a rate of 56 kilobits per second. An IMUX will “bundle” six of these channels together to achieve a 384 kbs transmission rate. (You are correct – the math doesn’t work out – there are other components involved that take up overhead.)

Leased lines – A high-speed telephone line rented from a telephone company for exclusive use by the customer. It may also be referred to as a dedicated line. (See also Bandwidth-on-demand.)

MCU – (Multipoint Control Unit) – Equipment that allows more than one site to connect at one time. Often referred to as a bridge. Because a multipoint conference affects three or more sites, the use of the MCU must be scheduled before hand.

Microphone – Often abbreviated as “mic.” There are a number of types used in distance learning. Instructors may use either a wireless mic that is clipped to the clothing and allows the instructor to roam, or they may be forced to use a fixed microphone mounted on a podium or desk. There are two types of student mics: Open mics (sometimes called cigar mics because of the shape) are mounted on tables or ceiling and are on all the time. Feedback is controlled by software in the audio system. Push-to-talk mics are activated by the student by pressing a button to talk, and releasing it to listen.

Multiplexer- equipment that transmits two or more lines of voice, data, or video over a single line. For example, a multiplexer enables a single T1 telephone line to be split into a number of different “channels” to allow for multiple applications to be carried along the same T1 line. (See also IMUX)

Pan/Tilt Camera – A television camera equipped with motors and gears that allows it to be pointed at any spot in the room. It is usually remote controlled by the instructor from the podium or teaching desk.

Student Support Services – A vaguely defined term referring to the many activities that are done in education that directly support students. Examples are Internet and email availability, the purchase of textbooks, faculty office hours, and class advisement. Normally a part of the traditional campus, they require considerable extra planning for distance learning educator.

Synchronous – Transmission of large blocks of data that are transmitted at regular intervals. Timing signals synchronize the communications equipment at both the sending and receiving ends and eliminate the need for start and stop bits for each character. Error checking bits and start and end indicators called sync bytes are also transmitted. Synchronous transmission requires more sophisticated and expensive equipment, but it does give much higher speeds and accuracy than asynchronous transmission.

T1 – (also known as DS1) A high-speed phone line capable of transmitting 1.54 megabits-per-second (Mbps) of electronic information. It is the most commonly used term to describe transmission rates. You will sometimes hear of a transmission rate expressed as $\frac{1}{4}$ T1, or $\frac{1}{2}$ T1, though these are approximate meanings. Generally speaking, a T1 line is the equivalent of 24 voice lines. Contrary to popular opinion, it does not require fiber optic cable to carry T1. (See also DS3.)

APPENDIX B

Is Internet Learning For Me?

This exam helps you decide if the Internet learning environment will work for you. VC encourages all Internet students to take this exam prior to enrolling in courses.

Knowing what other students say may help you make an educated decision about whether Internet learning is right for you. Below are some reasons why students have taken Internet courses:

- Saves Time
- Can participate on their own schedules
- Student centered learning
- No commute
- Solves scheduling difficulties
- Spend more time with families
- Pushes students to meet deadlines

This questionnaire, along with the student comments above, will help you decide if Internet learning is for you. How well will Internet courses fit your circumstances, lifestyles, and educational needs? What are the factors in your life that will help you be successful or may present obstacles to your success in an Internet course?

1. My need to take this course is
 - A. High- I need it immediately for a degree, job, or other important reason.
 - B. Moderate- I could take it on campus later or substitute another course.
 - C. Low- it is a personal interest that could be postponed.

2. Having face-to-face interaction is
 - A. Not particularly important to me.
 - B. Somewhat important to me.
 - C. Very important to me.

3. I would classify myself as someone who
 - A. Often gets things done ahead of time.
 - B. Needs reminding to get things done on time.
 - C. Puts things off until the last minute.

4. Classroom discussion is
 - A. Rarely helpful to me.
 - B. Sometimes helpful to me.
 - C. Almost always helpful to me.

5. When an instructor hands out directions for an assignment, I prefer
 - A. Figuring out the instructions myself.
 - B. Trying to follow the directions on my own, then asking for help as needed.
 - C. Having the instructions explained to me.

6. I need faculty to constantly remind of due dates and assignments.
 - A. Rarely
 - B. Sometimes
 - C. Often

7. Considering my professional and personal schedule, the amount of time I have to work on an Internet course is
 - A. More than for a campus course.
 - B. The same as for a class on campus.
 - C. Less than for a class on campus.

8. When I am asked to use email, computers, or surf the Internet
 - A. I have computer knowledge to handle the technology.
 - B. I feel apprehensive, but try anyway.
 - C. I put it off or try to avoid it.

9. As a reader, I would classify myself as
 - A. Good- I usually understand the text without help.
 - B. Average- I sometimes need help to understand the text.
 - C. Below average- I often need help to understand the text.

Scores

8-9 A marks – good chances of success

6-7 A marks and 2-3 B marks – reasonable chance of success

4-5 A marks and 4-5 B marks – can succeed, but will need to spend additional time on course

Any C marks- Student will need to assess whether he/she can adjust to the A and B areas before registering for course.

APPENDIX C

DISTANCE LEARNING COURSE DEVELOPMENT CONTRACTUAL AGREEMENT

Internet Course Development

I the undersigned acknowledge that I have secured approval from _____ the
(name of instructional dean)
appropriate division chair to develop _____ as a distance learning course.
(course prefix, number and title)

I must complete the following at least one month prior to the scheduled start date of the course:

- Demonstrate computer literacy
- Demonstrate compliance with the VC Distance Learning Course Evaluation guidelines
- Participate in training on creating a course for placement on the web site.
- Receive a satisfactory rating from the Blackboard course review team assigned to evaluate my course for compliance with standards established for Internet instruction.
- Utilize Blackboard as the course management system unless the Dean of Instructional Services approves another professionally developed course management system.
- **All elements of the course should be completed and submitted at least two months before the class begins.**

Ownership of the course is defined in the intellectual property section of the *Policy Manual DBD (Local)*.

Printed Name and Signature of Faculty Member

Signature of Appropriate Division Chair

Signature of Director of Distance Learning

Signature of Dean of Instructional Services

c: Dean of Instructional Services
Director of Distance Learning
Division Chair

DISTANCE LEARNING COURSE DEVELOPMENT

CONTRACTUAL AGREEMENT ITV

Course Development

I the undersigned acknowledge that I have secured approval from _____ the
(name of division chair)

appropriate division chair to develop _____ as an ITV course.
(course prefix, number and title)

I must complete the following two months before the class begins:

- Demonstrate computer literacy
- Complete interactive video training
- Provide a detailed course outline (using official VC format)
- Develop materials (graphics, overhead transparencies, or PowerPoint presentations) for the course.
- Receive a satisfactory rating from an interactive video review team assigned to evaluate my course for compliance with standards established for ITV instruction.

Ownership of the course is defined in the intellectual property section of the *Policy Manual* DBD (Local).

Printed Name and Signature of Faculty Member

Signature of Appropriate Division Chair

Signature of Director of Distance Learning

Signature of Dean of Instructional Services

c: Dean of Instructional Services
Director of Distance Learning
Division Chair

APPENDIX D

VERNON COLLEGE SYLLABUS

DIVISION:

DATE:

COURSE NUMBER AND TITLE:

CREDIT HOURS: HRS/WK LEC: HOURS/WK LAB: LEC/LAB COMB:

I. CATALOG DESCRIPTION:

II. REQUIRED BACKGROUND:

III. TEXTS, OTHER REFERENCE MATERIALS: (Example for citing text): Hocker, Diana. *A Writer's Reference*, Eighth Edition. Bedford/St. Martin's Press, 2003.

IV. METHODS OF INSTRUCTION:

(Place the following statement at the end of the list of Methods of Instruction): Students desiring auxiliary aids and services for this course should make their requests to the instructor and the Special Services Director.

V. COURSE CONTENT:

VI. LEARNER OUTCOMES:

VII. ASSESSMENT:

Vernon College does not discriminate on the basis of color, race, gender, age, national origin, disability or religion.\

VERNON COLLEGE

COURSE OUTLINE

COURSE, SECTION NO., AND COURSE TITLE:

COURSE PREREQUISITE (S):

SEMESTER:

INSTRUCTOR:

OFFICE NUMBER:

OFFICE HOURS:

TELEPHONE: OFFICE: HOME:

TEXTBOOKS: (Example for Citing text) Hacker, Diana. *A Writer's Reference*. Eighth Edition. Bedford/St. Martin's Press, 2003.

COURSE CONTENT:

ATTENDANCE REQUIREMENTS:

COURSE GRADE PROCEDURES (LIST THE METHODS TO BE USED TO MEASURE STUDENT PROGRESS IN ACHIEVING THE COURSE OBJECTIVES):

MAKE-UP EXAMINATIONS:

APPENDIX E

Note: This is a draft version and will likely change during the Fall 2009 semester.

Distance Learning Course Evaluation

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Instructor _____ Reviewers: _____

(This page summarizes the Online Subcommittee's review of the above-named course.

For more detailed explanations relating to each standard, please see all attached pages.)

STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
1. Course/Faculty Preparation New course implementation documentation submission and instructor training occur prior to the beginning of the course. The instructor has a current VC webpage.				
2. Strategies The course syllabus, course outline, and course orientation are clear, concise, and detail how to navigate through the course.				
3. ADA (Americans with Disabilities Act) Accessibility The course conforms to ADA web accessibility standards. (http://www.section508.gov)				
4. Content Appropriate content will be available and current within the course to the student. Items within the course are ADA compliant.				
5. Engagement The instructor utilizes tools and techniques that actively engage students.				
6. Assessment Appropriate assessment methods will be used to determine student achievement of course goals/outcomes.				
7. Reflection Evidence is available to indicate that students and the instructor are able to provide feedback for improvement of the course.				

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist

Standard # 1

Standard: Preparation				
New course implementation documentation submission and instructor training occur prior to the beginning of the course. The instructor has a current VC webpage.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
1.1 Specific deadlines for the submission of the distance learning documentation is as follows: a. For implementation in the fall or summer sessions, the deadline is February 1. b. For implementation in the spring session, the deadline is October 1.				
1.2 A Distance Learning Course Developmental Contractual Agreement must be on file in the Distance Learning Department before a distance learning course is available for enrollment.				
1.3 Faculty developing courses for distance learning delivery will attend one or more appropriate training workshops.				
1.4 Faculty new to teaching online courses will demonstrate computer literacy, and if necessary, attend tutoring to improve skill level.				
1.5 All distance learning instructors are required to have a separate VC webpage including contact information, (phone, e-mail, campus address, and current office hours).				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist Standard # 2

Standard: Strategies The course syllabus, course outline, and course orientation are clear, concise, and detail how to navigate through the course.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
2.1 The standard VC course syllabus and instructor's current course outline are clear, concise, and accessible for students to review before and after enrolling in the course.				
2.2 A current online orientation is posted within the course and clearly details how students navigate through the course.				
2.3 The course is designed and organized in a clear, coherent, and sequential manner.				
2.4 The instructor makes it clear to students how the course content and activities will match with the learner outcomes/goals. listed in the standard VC syllabus and how those will be measured.				
2.5 The instructor makes it clear to students how the learner outcomes/goals will be measured.				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist Standard # 3

Standard: ADA (Americans with Disabilities Act) Accessibility
The course conforms to ADA web accessibility standards. (<http://www.section508.gov>)

STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
3.1 Alternative text is available for hyperlinks, graphics, and video. (Guidelines at: http://www.w3.org/WAI/intro/components.php)				
3.2 All web pages in the course are easily viewed on a standard computer monitor.				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist Standard # 4

Standard: Content Appropriate content will be available and current within the course to the student. Items within the course are ADA compliant.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
4.1 Appropriate tools will be used in the online course to deliver content to the student.				
4.2 Lectures are provided in a logical and consistent format. Suggested formats are: slideshows, video, and text based.				
4.3 If delivery of course materials is software dependent, an alternative method of viewing must be provided to accommodate students who do not have the capability to view the materials. PDF format is recommended when possible.				
4.4 Alternative text is available for any graphics or video. All web pages in the course are easily viewed on a standard computer monitor. (Guidelines at: http://www.w3.org/WAI/intro/components.php)				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist

Standard # 5

Standard: Engagement				
The instructor utilizes tools and techniques that actively engage students.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
5.1 Specific information will be indicated as to when the student can expect responses from the instructor regarding grades, concerns, questions, etc. Recommended location is the instructor's course outline.				
5.2 The instructor provides an appropriate self-introduction to the students within the framework of the course and allows students a method for appropriate self-introduction.				
5.3 The instructor utilizes appropriate synchronous and asynchronous tools to encourage student-to-student and student-to-instructor communication and collaboration. Suggested tools are: internal (lms) email, discussion boards/forums, chats, blogs, wiki's, and audio and/or video sessions such as Wimba.				
5.4 The instructor provides feedback in a timely manner and clearly states the specific time frame within the course outline.				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist

Standard # 6

Standard: Assessment Appropriate assessment methods will be used to determine student achievement of course goals/outcomes.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
6.1 The instructor must demonstrate how the assessment methods used measure the specific learner outcomes/goals listed in the standard VC syllabus.				
6.2 Specific instructions will be indicated as to date, time, and location of any proctored activities.				

Comments:

Vernon College Distance Learning Checklist for Online Courses

Exact Course Shell Title in Blackboard _____

Course (Prefix, Number, & Section): _____ Course Title _____

Distance Learning Checklist Standard #7

Standard: Reflection Evidence is available to indicate that students and the instructor are able to provide feedback for improvement of the course.				
STANDARDS	Meets standard	Meets standard with recommendation	Did not meet standard	N.A.
7.1 The instructor provides tools and opportunities for student input on the content and activities of the course and how these could be improved to increase student learning.				
7.2 Within the course framework, instructors encourage students to complete the Student Survey of Information.				
7.3 A link is provided so that students can access the Student Survey of Information online.				
7.4 The instructor provides evidence of using student feedback to improve the course.				

Comments:

APPENDIX F
VERNON COLLEGE
INSTRUCTIONAL TESTING CENTER
(For Internet & Hybrid Classes Only)

TRANSMITTAL FORM FOR PROCTORING SERVICES

Email form to sshelton@vernoncollege.edu OR put in mailbox OR
Deliver to Room 400 at Century City (Mon – Thur) or Room 213 at Vernon (Wed or Thur)

Date of request: _____

Instructor name: _____ Extension #: _____

Instructor e-mail address: _____

Cell phone # (if any problems after hours) _____

Campus location (please mark with X) _____ Vernon _____ Century City _____ SLC _____ STC

Dissemination of test results (please mark with X):

_____ pick-up _____ campus mail _____ snail mail

Course/Section: _____ Exam # _____ Online test _____ Paper/Pencil test _____

Date exam is available for student : _____

Final date student may take exam: _____

Time limit for exam (if any): _____

Testing aids allowed (please mark with X):

Open book _____

Notes _____

Calculator _____

Scratch paper _____ (provided by testing center)

Dictionary _____

Other _____

Thesaurus _____

*****Students must bring their own scantrons*****

PLEASE REMIND STUDENTS THAT THEY MUST PRESENT A PICTURE ID.

Name of students who will be taking this exam (please list below or attach separate sheet):

FALL 2009 TESTING CENTER HOURS

CENTURY CITY ROOM 501:

Tuesday 4-8 pm

Wednesday 4-8pm

Thursday 4-8pm

Saturday 9 am – 2 pm

VERNON ROOM 213

(EAST SIDE WRIGHT LIBRARY)

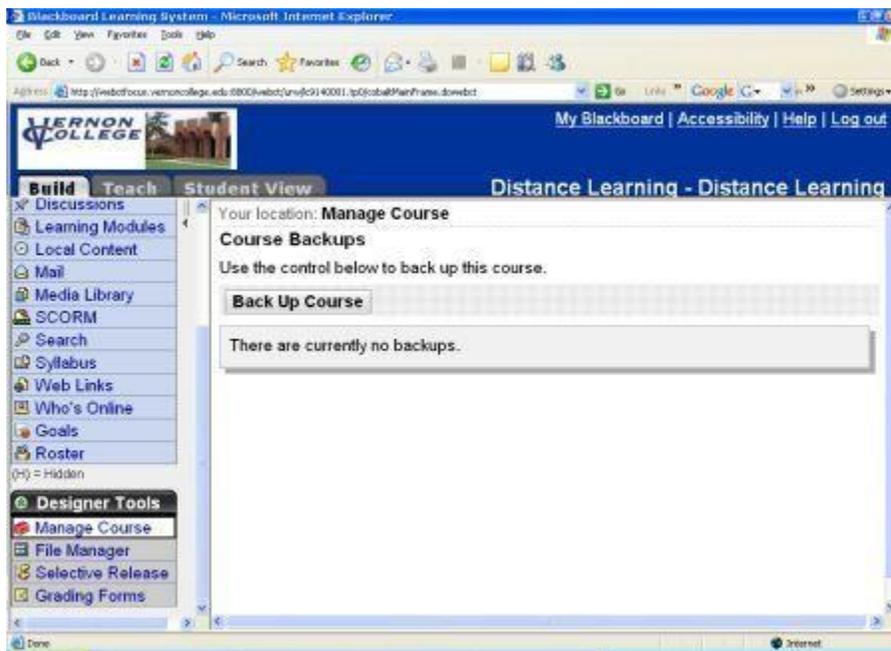
Monday 12-8 pm

Tuesday 4 – 8 pm

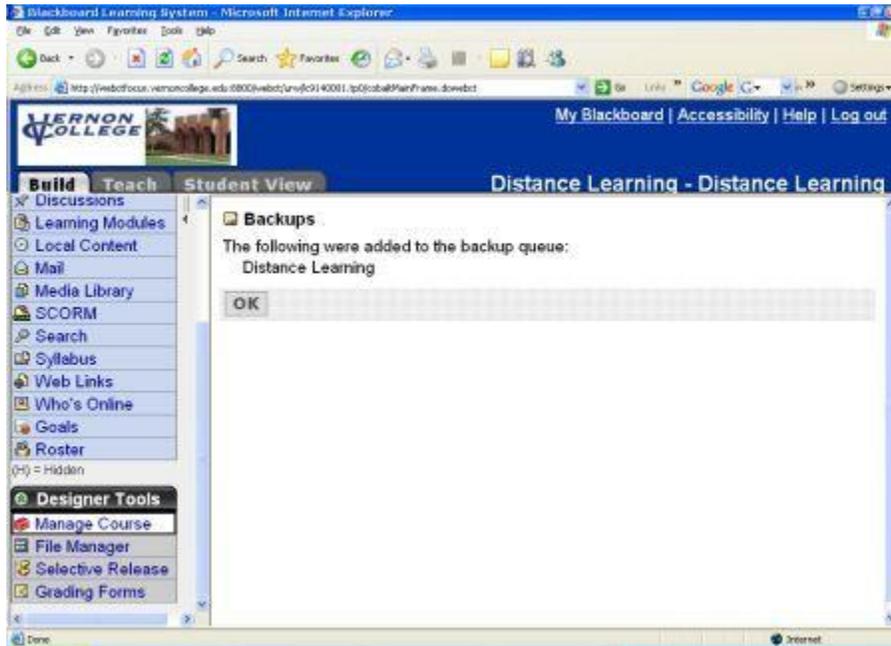
(A student can ONLY test during the above time periods. No appointment needed.)

Click on the **Back Up Course** button.

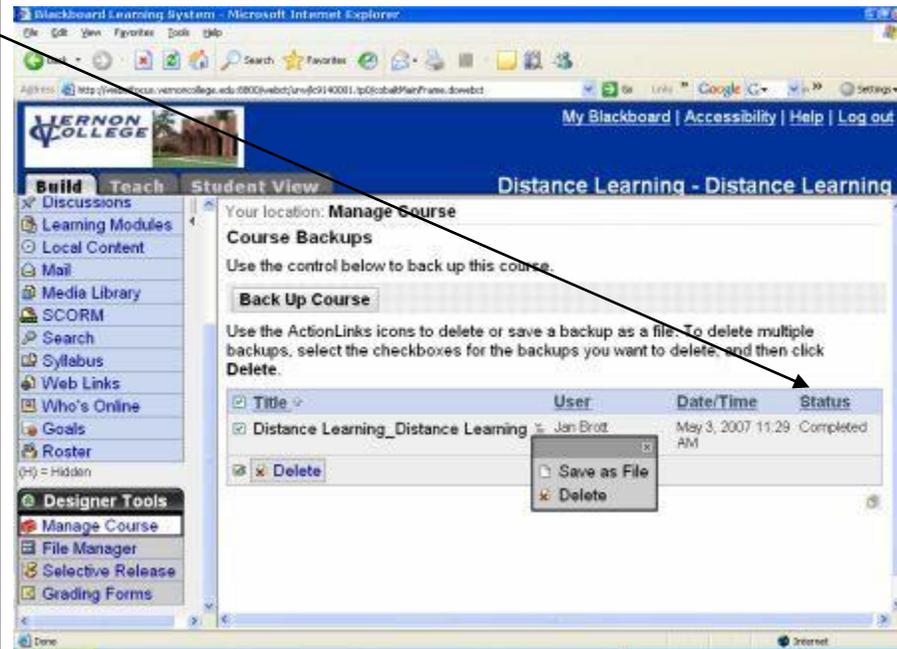
The course will be placed in queue.



Click the **OK** button.



One the **Status** indicates **Completed**, check the box next to the title then left click on the **action link** and select **Save as File**

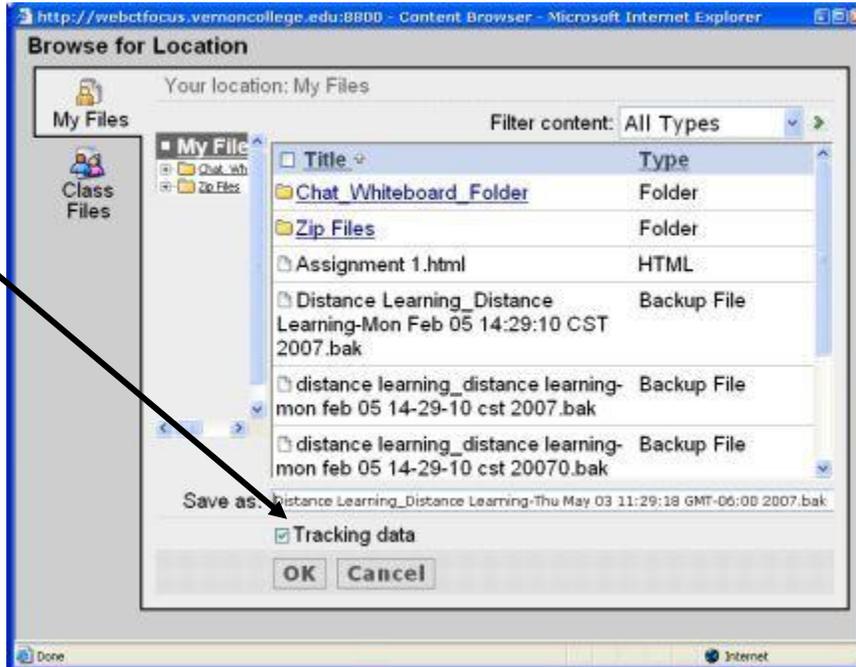


The **Browse for Location** box will appear.

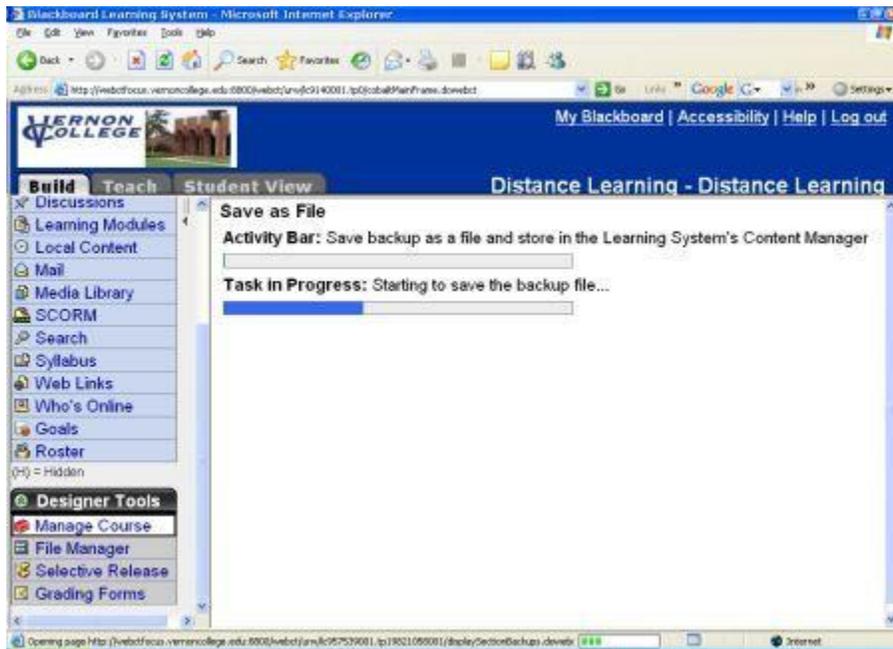
Check the **Tracking data*** box.

Click the **OK** button.

* Selecting the tracking data will retain the student tracking data within the course. This will result in a larger file.



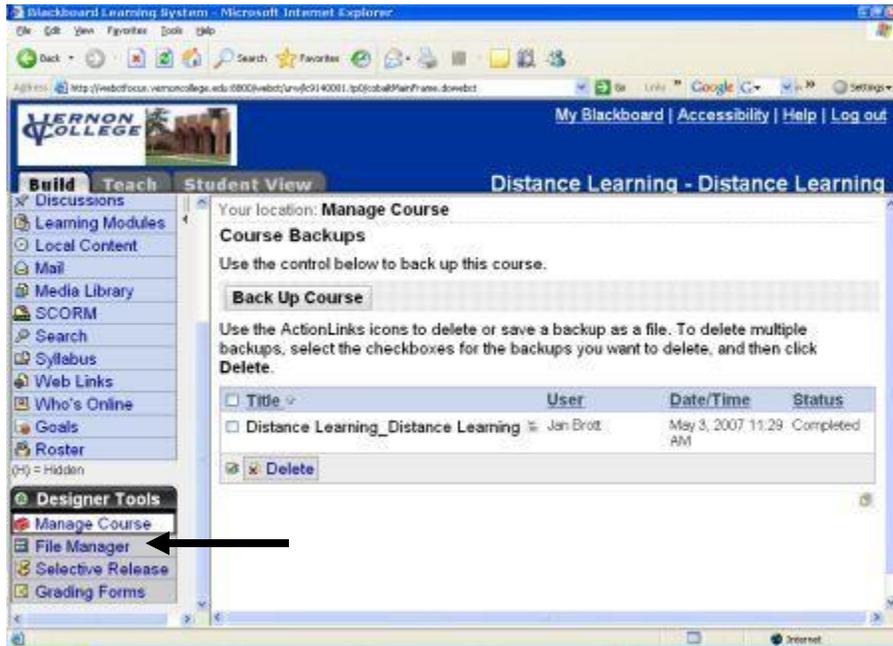
The progress of your back-up will be displayed in the **Activity Bar** and **Task in Progress**.



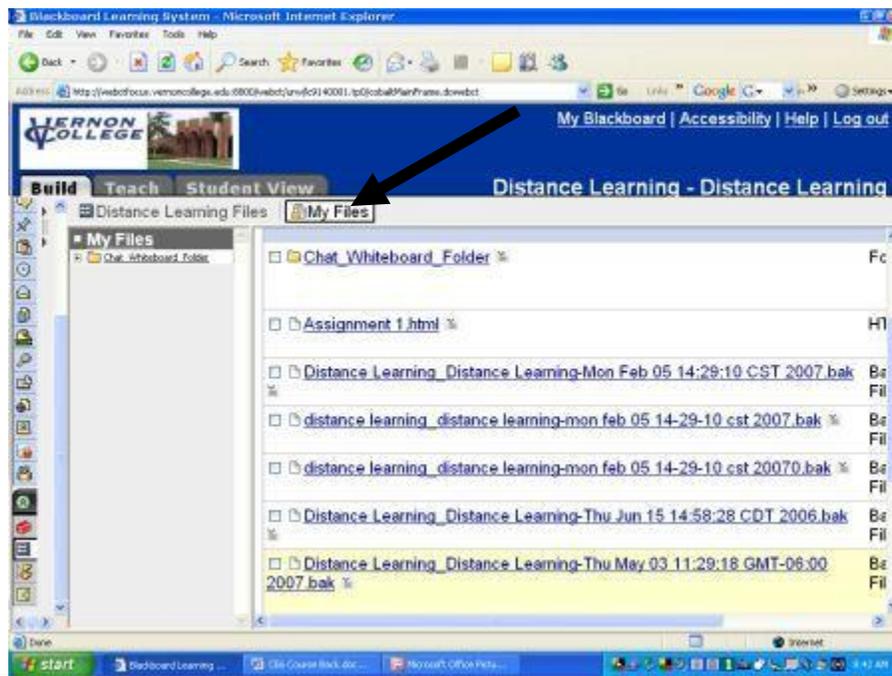
Once the back up is complete, you will be back on the **Course Backups** page.

Part II – Saving the file on your hard-drive.

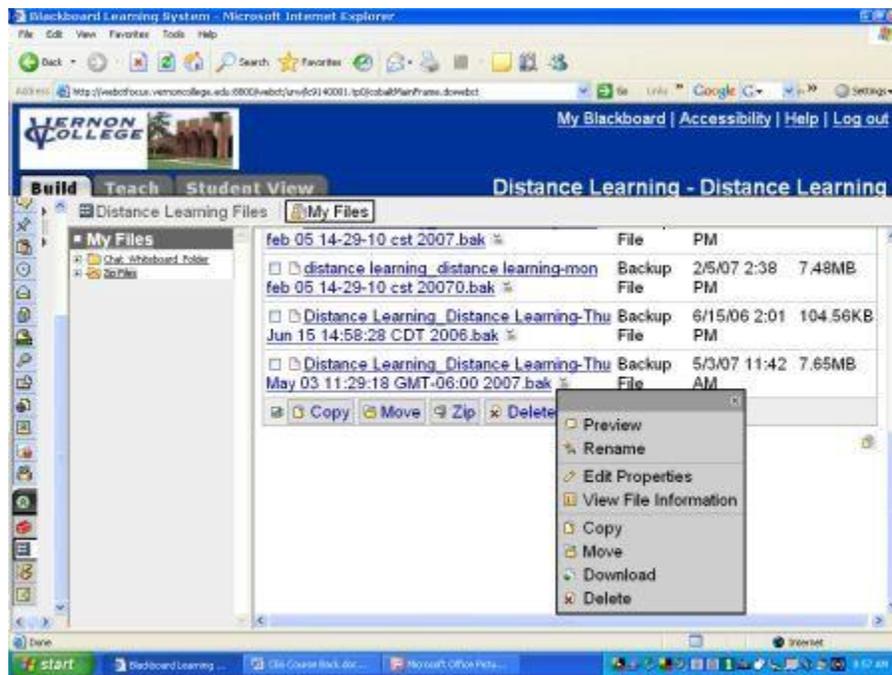
Under **Designer Tools**, select **File Manager**



In the **File Manager**, select the **My Files** tab.



Left click on the **action link** to the right of the file you want to save and select **Download** from the drop down menu.

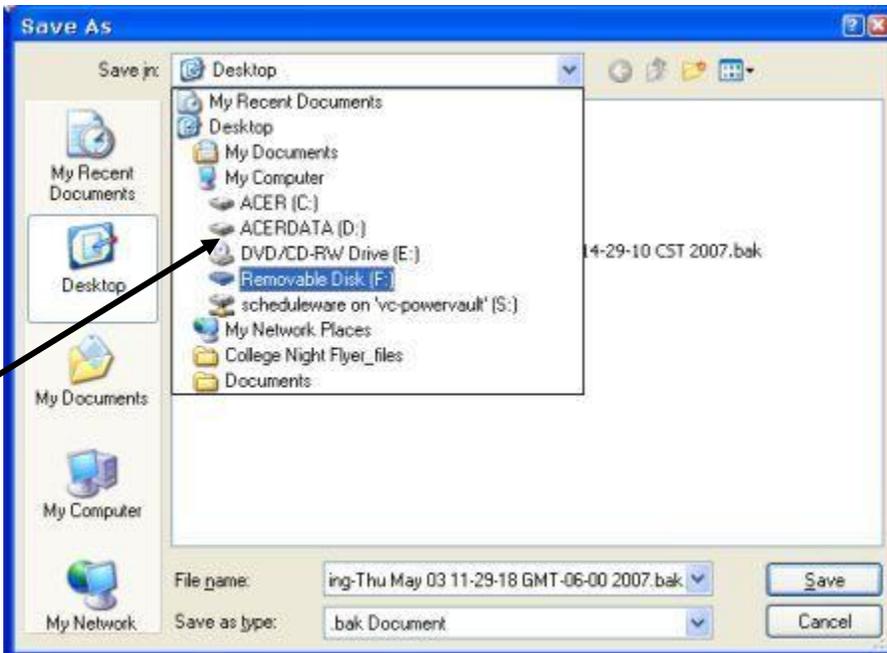


Click the **Save** button.



Locate the drive to which you want to save your file.

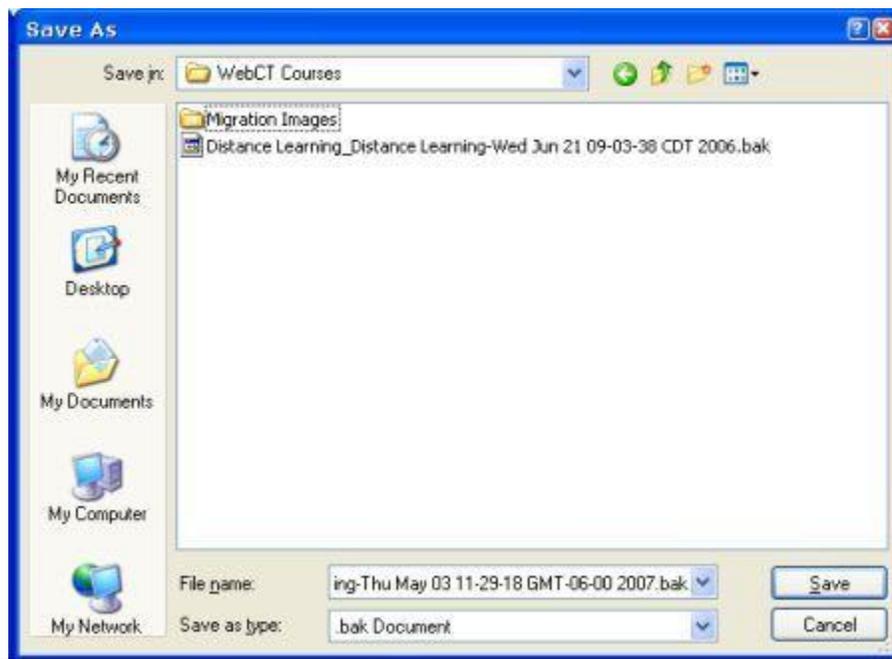
*This image highlights an external flash drive. To save on the hard drive, you will select the C: drive.



Locate the folder in which you want to save your file.

Click the **Save** button.

Your .bak file is now saved on your hard drive.



Note: Only the Blackboard Administrator can restore a .bak file.

APPENDIX H

VC Distance Learning Roles and Responsibilities of ITV Classroom Proctors/Facilitators

Primary Role

The ITV Classroom Proctors/Facilitators are individuals who assist with the ITV classroom. They assist the instructor with classroom materials and processes. They are not subject matter experts. However, they perform tasks at the instructors' request; for example, they may take class roll, hand out and collect homework, and administer tests and exams. ITV Classroom Proctors/Facilitators administer the Survey of Instruction to students each semester.

Discipline Problems

- 1. Occasionally student discipline problems may occur during class that interferes with others' learning. All students will be required to abide by the Code of Student Conduct as outlined in the *VC Student Handbook* available online at <http://www.vernoncollege.edu/vcpubs/>. Instructors may include additional conduct requirements in their course outline.**
- 2. Students enrolled in VC classes are under the high school's supervision. Behavioral, discipline, and conduct issues will be handled by administrators of the physical campus the student attends for class. Students, not counselors or parents, are individually responsible for absence notices, grade discrepancies, success in the class and communicating with VC faculty or staff. Students will be treated as college students by VC faculty and staff.**
- 3. Most ITV courses require additional work outside of class including materials received and/or submitted via the Internet through programs such as WebCT/Blackboard, Course Compass, MyMathLab, and MyEconLab. Proctors and students must understand that:**
 - a. Many of these activities have specific deadlines. If these are submitted after the deadline, students may receive a zero grade.**
 - b. The usernames and passwords used for access to these materials must be kept strictly confidential. Anyone else using a specific student's password other than the student constitutes a breach of security and a breach of the Vernon College Academic Integrity policy. Students may receive lower grades and/or be withdrawn from the class with a grade of "F" as a result of the unauthorized use of usernames and/or passwords.**

Communication

Good communication between the Proctors/Facilitators and the instructor is crucial. All Proctors/Facilitators, including those representing area high schools, will be provided a VC email account. Access to a telephone and fax inside and outside of class time is essential to ensure issues can be addressed and problems resolved in a timely manner. Unless otherwise specified by the instructor, the Proctor/Facilitator will refrain from participating in class discussions. Communication with others outside the classroom should not occur during class time unless there is an emergency.

ITV Classroom Facilitator/Proctor Position

The ITV classroom facilitator/proctor is responsible for assisting in the delivery of courses/programs over VC and Region 9 and Region 14 interactive television systems.

Principle Duties and Responsibilities

- **The facilitator/proctor will be physically present in the ITV room at all times while classes are being conducted.**
- **Arrive in the classroom at least five (5) minutes prior to the beginning of class time and remain in the classroom until the instructor dismisses the class.**
- **Make the connection to open communication and identify site.**
- **Make sure the room is adequate for viewing and adjust cameras accordingly.**
- **Take roll or have roll sign-in sheet with pen available (if instructor wants roll sign-in sheets for each class meeting).**
- **Assign seating (upon instructor's request).**
- **Ensure students are seated at the appointed time and remain seated until the instructor dismisses the class.**
- **Pass out materials when asked by the instructor.**
- **Collect any materials requested from instructor.**
- **Assist in students' communication with instructor. (For example: Un-muting microphones when necessary).**
- **Administer tests and exams (upon instructor's request).**
- **Receive and send fax and email messages when necessary and confirm that messages have been sent and/or received.**
- **Ensure security when sending or receiving faxes that contain confidential materials such as student information.**
- **Keep tests and exams secure before and after administration.**
- **Ensure completed tests and exams are mailed or faxed immediately to the instructor unless other arrangements have been made.**
- **Monitor student behavior and report any problems as soon as possible to appropriate designee.**
- **Monitor equipment and report any problems as soon as possible.**
- **Complete other duties as assigned by the instructor or faculty secretary.**

Knowledge, Skills and Abilities

- **Knowledge of equipment operation at receive site.**
- **Knowledge of administrative procedures.**
- **Ability to assist in trouble shooting problems with equipment at receive site.**
- **Ability to communicate effectively with instructor.**
- **Ability to communicate effectively with students.**

Recommended Qualifications

- **High school graduate or equivalent.**
- **Helpful to have some knowledge or experience with distance learning systems.**
- **Cannot be currently enrolled in any other Vernon College class.**

Teaching Assistants

Some ITV/Internet classes may require a teaching assistant to help the instructor answer student's questions or assist with class work. The teaching assistant may also serve as a facilitator and proctor; however, he or she must be certified for teaching in the discipline for which they will be an assistant. Individual instructors may vary the responsibilities of the teaching assistant. The following list provides tasks which could be assigned to the teaching assistant:

- Assist individual students in performing activities initiated by the instructor.
- Assist in monitoring supplementary work and independent study.
- Reinforce learning in small groups or with individuals, while the instructor works with other students.
- Assist in preparation, production and modification of instructional materials.
- Implement instructional programs designed by the instructor.
- Provide tutoring activities designed by the instructor.
- Maintain records relative to specific programming and student performance as requested by the instructor.

Dusty R. Johnston, Ed.D. **Date**
President
Vernon College

ISD/CISD Superintendent **Date**

Gary Don Harkey, Ph.D. **Date**
Dean of Instructional Services
Vernon College

ISD/CISD High School Principal **Date**

APPENDIX I

VC INTERACTIVE TELEVISION (ITV) PROCTOR APPROVAL/AGREEMENT

Section A. To be completed by the instructor.

CLASS INFORMATION:

Course Number: _____ Section # _____

Days: (ex: MWF) Time: _____

Section B. To be completed by a representative at the receiving site.

FACILITATOR/PROCTOR DESIGNATION:

Name: _____ Title: _____

School or Organization: _____

Phone: (____) _____ Fax Number: (____) _____

NOTE: Phone number should be one at which the facilitator/proctor can be reached during class time. Fax number should be one for which instructors can send and receive all instructional materials.

E-Mail Address: _____
(VC email will be provided once this form is returned for processing.)

I confirm that the person designated as Facilitator/Proctor for the school/organization listed above is qualified to perform the required duties and responsibilities outlined in the *VC Distance Learning Roles and Responsibilities of ITV Classroom Proctors/Facilitators* policy.

Receiving Site Senior Administrator Signature

Date

Section C. To be completed by the facilitator/proctor. (Each item must be initialed)

_____ I confirm that I am not in any way related to any of the students attending this class.

_____ I confirm that I am not a student in this ITV class or this course delivered in another format.

_____ I agree that I will perform the duties and responsibilities outlined in the *VC Distance Learning Roles and Responsibilities of ITV Classroom Proctors/Facilitators* policy.

I certify that all the information I have provided is accurate.

Facilitator/Proctor Signature

Date

Return form to:

**VC Distance Learning
4400 College Drive
Vernon, TX 76384
Fax: (940) 552-0168**

APPENDIX J

Dual Credit Student Conduct Contract and Waiver

Certain standards are expected of students enrolling in interactive video course (ITV) /Internet courses. This contract is intended to make students (and parents) aware of the standards expected of students enrolling in such courses.

Student Contract

As a student taking an ITV Course or participating in a learning situation, I am aware that:

- **Certain standards are expected of me, as a student, and insubordination of any kind will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom in the judgment of the teacher or facilitator of the course.**
- **Inappropriate language or gestures will not be tolerated.**
- **The classroom may be videotaped by the instructor, Region 9 or anyone with prior approval of the instructor at anytime.**
- **I will be responsible for Internet access if I am enrolled in a class that includes an Internet component.**

Classroom procedures that must be followed are:

- **Students must sit within camera view at all times.**
- **Students must not mishandle the equipment in the classroom.**
- **Students must follow all rules as specified by the instructor and/or the facilitator.**
- **If technical problems occur, it is the students' responsibility to communicate directly with the instructor to gain access to the missed information and/or assignments.**
- **Students should abide by the above listed rules of participation as well as the policies and procedures concerning student conduct as outlined in the VC Student Handbook. Failure to do so may result in disciplinary action.**
- **The attendance policy for high school sanctioned events will be the same as the attendance policy for Vernon College sanctioned events.**
- **If a student is involved in a large number of school related extra-curricular activities so that it may be hard to devote at least two hours outside of class for every hour of class and/or he or she may not be able to attend a larger majority of class meetings, then the student might want to reconsider taking concurrent enrollment/dual credit classes.**

Student Waiver

I understand that in a Distance Learning Classroom my voice, physical presence, and participation in classroom activities will be transmitted to distance learning sites. I hereby agree that transmittal of my voice, presence, and participation in these classes will not be a violation of my personal rights and hereby release any claims for the use of such during the duration of the distance learning class and the use of the videotapes for educational purposes during later classes.

I have read and I understand the policy and waiver above and agree to abide by the rules of this contract.

Student Signature _____ Date _____

APPENDIX K

ITV Receiving Site Classroom Technical Specifications

To deliver quality interactive television (ITV) instruction to our receiving sites, Vernon College requires certain technical specifications be met.

Required:

- Sufficient bandwidth to sustain an optimal connection and transmission throughout the class time period. An optimal connection and transmission is defined as one in which there are no audio or video drop-outs during the class period.
- Equipment and connections must be tested with Region 9 at least one week prior to the start of classes.
- Surge protectors on all equipment.
- Keep equipment plugged in at all times unless disconnection is required for maintenance.
- Keep equipment turned on at all times during the semester unless there is a severe weather threat.
- Access to local technical support in the event the facilitator cannot resolve technical issues.
- A telephone in the classroom.
- A computer with Internet access in the classroom.
- A minimum of one push to talk microphone per three students OR an open microphone system adequate to transmit quality audio throughout the entire classroom area.
- A fax machine in the ITV classroom.
- Submission of *ITV Contact Information Form* (sample below) provided by Vernon College.
- Contact number list that includes Region 9 and Vernon College technical contact information.

Name of School:	School Address:	School Phone:	School Fax:
Facilitator:	Classroom Phone:	Classroom Fax:	Facilitator Email:
Emergency Technical Support Person:		Emergency Technical Support Phone:	

Dusty R. Johnston, Ed.D. **Date**
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ISD/CISD High School Principal **Date**

APPENDIX L

Vernon College

Student Survey of Instruction

INTERACTIVE TELEVISION COURSE

If you wish to express additional thoughts about this course, you are encouraged to comment on the back of this form.

Instructor _____ Course Prefix/Number _____

Time/Day(s) Class Meets _____ Date/Year _____

1. I attended orientation Yes No

Use the scale below to indicate your evaluation of the course/instructor on each of the following items. Each item will have 6 possible responses.

(5) Outstanding (4) Very Well (3) Satisfactory (2) Fairly Well (1) Unsatisfactory (0) Not Applicable

Use #2 lead pencil only. Make your marks firm and clear. Erase completely when necessary.

1. I received a syllabus and course outline for this course.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
2. Course requirements and procedures, including the method of determining course grade, are clearly outlined.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
3. Course lectures, activities and materials are well organized.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
4. Methods of instruction are appropriate to course outcomes.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
5. Assignments are clearly identified by the instructor.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
6. Examinations adequately cover the course content.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
7. Students are provided timely information on grades earned on examinations and other assignments.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
8. Course attendance policies are consistently and fairly applied.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
9. I feel free to ask questions during class, and the expression of my course-related views is encouraged.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
10. The textbook is suitable to the course.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
11. The instructor is prepared for each class session.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
13. The instructor makes this course challenging.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
14. The instructor is courteous and considerate.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
15. The interactive video classroom equipment used in this course is reliable.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
16. Interactive video classroom equipment malfunctions do not impede my progress in the course.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
17. The instructor promotes beneficial interaction and discussion among the students at all locations, including those at my site.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
18. I would recommend this course/instructor to another student.	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃
19. I have learned from this course	⊂ 5 ⊃	⊂ 4 ⊃	⊂ 3 ⊃	⊂ 2 ⊃	⊂ 1 ⊃	⊂ 0 ⊃

Vernon College
 Student Survey of Instruction
INTERACTIVE TELEVISION COURSE

Remote-Site Students (Only)						
20. The facilitators (assistant instructors/proctors) at my site provide adequate and reliable support to our group.	◀ 5 ▶	◀ 4 ▶	◀ 3 ▶	◀ 2 ▶	◀ 1 ▶	◀ 0 ▶
21. In comparison with a traditional class, this interactive video course satisfies my expectations and requirements.	◀ 5 ▶	◀ 4 ▶	◀ 3 ▶	◀ 2 ▶	◀ 1 ▶	◀ 0 ▶

22. Support Services -- Rate the following:

<u>Improvement</u>	<u>Used</u>	<u>Satisfied</u>	<u>Needs</u>
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. If this interactive video course would not be offered, would you be able to take the course on a Vernon College campus?
 Yes No

All Students

24. What were the strengths of this distance learning course and/or support services?

25. What were the weaknesses of this distance learning course and/or support services?

APPENDIX M

Contacts for Distance Learning Support Services

Admissions/Registration,

Drops and Withdrawals, Transcripts

Sarah Davenport
Email: sdavenport@vernoncollege.edu
Phone: (940) 552-6291, ext. 2205

Financial Aid

Melissa Elliott
Email: mjelliott@vernoncollege.edu
Phone: (940) 552-6291, ext. 2206

Counselors

Jackie Polk (Century City)
Email: jpolk@vernoncollege.edu
Phone: (940) 696-8752, ext. 3202

Joann Sharp (Vernon)
Email: jsharp@vernoncollege.edu
Phone: (940) 552-6291, ext. 2253

Clara Garza (Century City)
Email: cgarza@vernoncollege.edu
Phone: (940) 696-8752, ext. 3209

Kristin Harris (Sheppard Learning Ctr.)
Email: kharris@vernoncollege.edu
Phone: (940) 855-2203, ext. 4204

Tuition and Fees

Bob Bolton
Email: bbolton@vernoncollege.edu
Phone: (940) 552-6291, ext. 2214

Textbooks

Kim Bateman
Email: kbateman@vernoncollege.edu
Phone: (940) 552-6291, ext. 2281

Julie Lama
Email: jlama@vernoncollege.edu
Phone: (940) 552-6291, ext. 2281

Library Services

Suzanne Butler
Email: sbutler@vernoncollege.edu
Phone: (940) 552-6291, ext. 2222

Stephen Stafford
Email: sstafford@vernoncollege.edu
Phone: (940) 696-8752 ext. 3281

Tutoring

Vernon Campus
Bobbie White
Email: bwhite@vernoncollege.edu
Phone: (940) 552-6291 ext. 2309

Sheppard Learning Center
Jonathon Dunn
Email: jdunn@vernoncollege.edu
Phone: (940) 855-2203, ext. 4210

Century Center
Angela Walker
Email: awalker@vernoncollege.edu
Phone: (940) 696-8752 ext. 3257

General Information

Director of Distance Learning

Mike McCoy
Email mmccoy@vernoncollege.edu
Phone: (940) 552-6291 ext. 2297
(940) 696-8752 ext. 3246

Blackboard Administrator

James Graham
Email: jgraham@vernoncollege.edu
Phone: (940) 552-6291 ext. 2245

APPENDIX N

Tips for Distance Learning Courses

3 Tips For Being A Successful Distance Learning Instructor

Kris Bickell is the director of distance learning at a small private University in Connecticut, and an experienced online instructor. He is also the owner of Hi-Speed-Internet.com, which offers tips to [help you improve your computer speed](#).

Source: www.isnare.com

Are you looking to teach an online course for the first time? Or have you already taught online but are looking for some tips to help you become more effective?

The world of online learning is expanding at a rapid pace.

More courses are being offered and more students are enrolling every semester. And while teaching an online course can be done while sitting at your computer in your pajamas, being an effective online instructor requires a good deal of practice and preparation.

Of course, teaching online does take away the face to face involvement with students. Nothing can take the place of seeing a student smile after finally understanding a difficult concept.

But online teaching can be even more rewarding than on-campus teaching, when done well.

What makes an effective online instructor?

While good teaching involves a large number of qualities and techniques, effective online teaching centers on three main points:

1) You must be clear about your expectations!

Since students are not sitting right in front of you, it is extremely important to be very clear. Since you cannot see the students, you cannot see them sitting with a puzzled look while nodding their head in agreement.

How do you know if you are clear enough?

- Ask the students.
- Carefully evaluate the quality of the work, and how close the finished product matches the instructions.
- Have a colleague read your material before the course begins.

If student evaluations are distributed at the end of the semester, you can use the feedback to help you improve your course and teaching techniques – but keep in mind that by then you can no longer help the students learn what you want them to learn!

2) You must communicate frequently...and effectively!

Most students will expect you to be sitting at your computer whenever they send you a question by email. Of course, that is not practical, nor is it reasonable. So it is a good idea to give students

a time frame in which you will respond, with 24-48 hours being typical.

And it's not enough to just communicate frequently. You must also communicate effectively. While some students (especially new online students) will want you to "take them by the hand" through each step, if you already have clearly written instructions, you can direct them to the instructions.

Keep in mind that most students are not asking you questions to bother you – usually, they just want to make sure they are doing what you want them to do. So be understanding, even when you get questions that make you shake your head.

If you get the same questions frequently, it is a good idea to save the questions – and your responses – to create a "frequently asked questions" section.

3) You must let your personality shine through!

If students just wanted to read a book, they wouldn't need you to read it for them. So, when teaching online, avoid taking the "easy way out" by simply posting a few readings and having students answer the questions:

- Add a little of your personality to your assignments and communications (but be careful when using humor, as it is difficult to convey online).
- Give real life examples that you have learned from being the subject matter "expert".
- Create interesting and interactive assignments to help students really learn the material.

Good teaching, like being good at anything, takes practice.

If you are clear...if you stay in close contact with your students...and if you create an interesting learning experience, you will be the online instructor that students want to learn from!

ITV Interactive Strategies

University of Minnesota Website <http://www1.umn.edu/vns/conferencing/strategies.html>

There is no "correct" or "best" interactive teaching style, but avoid an overly dramatic presentation. Because of the limited contact with remote site students, you might incorporate numerous possibilities for interaction rather than limiting yourself to strictly a lecture (one-way) format. For example, you might develop discussion questions that require both analysis and synthesis in response.

PASSIVE VS ACTIVE LEARNING

Watching a television screen is most often a passive experience - we view and listen. The challenge to instructors delivering material via the television medium is to make the experience more closely resemble or even surpass the richness of a traditional classroom experience. The way to do that is to make the interactive television class an active experience for the student. Interactive strategies need to be employed to create an active learning environment. Pacing your class is one consideration for creating an active learning environment. Think of the content that you need to deliver in terms of 10 to 15 minute modules. Between each module consider using an interactive strategy to vary the pacing and re-engage the student creating a more active learning environment.

Planning for interactivity is the key to a successful ITV course. Some **synchronous interactive strategies** include: viewing, listening, reading, role-playing, questioning, small group discussions, and guest speakers.

Viewing

This strategy includes any visual material that you might use to support class content including computer generated slides, 35mm slides, videotapes, and photographs. Viewing can also refer to a close up camera shot of you (as you lecture) that captures your facial expression and nonverbal communication.

Listening

This includes listening to you as you speak but could also be listening to an audio tape or a guest speaker calling in via speaker phone.

Reading

Having students read from a handout or passage in a book is an appropriate interactive strategy. This could also include accessing the Internet and checking web sites if possible and appropriate.

Role-playing

Having students participate in or observe role-playing is a strategy that can be used at one site or across sites.

Questioning

Stopping for questions and answers is an effective interactive strategy. You should be directive in which site you will start with and which sites you'll go to next. It is also more effective if you ask, "What questions do you have?" instead of "Do you have any questions?" Topic discussion is also an appropriate strategy.

Small Group Discussion

Breaking into small groups can be done via ITV. If one of the small groups is to include students at different sites then all other students need to leave the ITV classrooms to discuss in their groups.

Guest Speakers

Including a guest speaker or panel of speakers in your class can be effective interactive strategies.

One instructor fairly new to online teaching offered the following observations:

Students who do not have their own computer with the appropriate software (they were planning to borrow a computer or use one at their workplace) are generally unsuccessful in online classes. Students who require tutorial assistance in the traditional classroom setting will typically require those same services in the online classroom. Students who are taking online courses must be encouraged to take advantage of the services our regular students use.

The following comments were offered by a seasoned online instructor to help instructors new to offering course via distance learning. The general message is to expect the unexpected:

Every semester for the past 4 years now it is always something different. An instructor has to be so clear, incredibly clear, in the written instructions. Students can smell out a discrepancy quicker than the Steel Eel at Sea World.

There are also so many issues that occur online and over ITV that don't occur otherwise. Like last semester, for example, I had a student who showed up for the final exam (a student I had never had contact with before). She said that she had e-mailed all of her assignments; didn't I get them? So now in the course overview I include a statement that requires all students to have some sort of written or verbal contact with me once a week in order to be counted present and

accounted for in the class. More than once in an ITV course, there has been a student who couldn't resist holding down the microphone and whispering obscenities to people at remote locations. What is the thrill in that? Okay, so now there is a clause in the course overview that says, "If you disturb classmates at any location with inappropriate technical play, you will be administratively withdrawn from the course!"

A VC instructor that has taught several online courses provides the following list of hints to students:

This course has a HEAVY reading requirement. First and foremost you must READ and understand the information in the text. This is the most vital step.

Complete the student guides posted for each chapter of your textbook. This is optional, but the study guides are designed to help you read and understand the material in the texts.

Contact me if you are confused or concerned about an issue discussed in the text or posted in the course notes. Though you do not see me in a classroom setting, I am still available for assistance. In general, if you have read and studied the course notes and the material in the texts and completed the study guides, you will do fine on the exams-both the multiple-choice portion as well as the essay portion.

An exciting part of being involved in post-secondary education is learning to form, support, and defend your opinions and ideas. You will have a chance to do this when completing the "essay responses" required in this course, as well as by answering the opinion-based essay questions on the exams. Your opinion on issues is important, and you will never be graded on stating your opinion, regardless of what your opinion is. HOWEVER, you MUST learn to support your opinion – in other words, tell me WHY you have the opinion you do and support your opinion with facts. This is what I look for when evaluating your "essay responses" and your answers to the opinion-based essay questions on tests.

I have found that most students actually spend *more* time preparing for and studying in an Internet class than in a traditional class. Internet classes are definitely convenient for most students, but that does not mean they are not as intense or as time-consuming as any other course. Follow the course syllabus regarding reading assignments, as this will keep you on schedule.

Once again – please contact me concerning any questions or concerns about this course. Good Luck!

And finally, from an instructor who has been on both sides of the computer terminal:

Instructors should have a "Plan B"; technology can fail!

APPENDIX O

Copyright

This information is not intended to be all-inclusive or to provide legal advice.

Vernon College Copyright Statement

Though there continues to be some ambiguity regarding interpretation of the Copyright Law, this statement represents an effort to operate legally and to provide employees with guidelines that discourage violation of the law.

1. All employees of VC will follow the provisions of the U.S. Copyright Law (Title 17, United States Code, Sec. 101. et.seq.).
2. All employees of VC are prohibited from copying materials not specifically allowed by (1) the copyright law, (2) fair use guidelines, or (3) licenses or contractual agreements.
3. VC disapproves of unauthorized duplication in any form. All employees who willfully disregard these guidelines do so at their own risk and assume all liability.
4. Appropriate copyright notices shall be placed on or near all equipment capable of duplicating copyrighted materials.
5. VC will keep current copyright guidelines designed to inform employees of their rights and responsibilities under the copyright law. Specific inquiries concerning copyright issues should be addressed to the Dean of Instructional Services.

Vernon College Board of Trustees Policy Manual

The *Vernon College Board of Trustees Policy Manual* EDD (LEGAL) addresses copyrighted materials as follows:

Instructional Resources Copyrighted Materials

Exclusive Rights. Employees of the District shall comply with the provisions of the United States Copyright Law. Subject to certain specific exceptions, as stated below, the owner of a copyright has the exclusive rights to reproduce, distribute, perform, or display the copyrighted work, or to authorize such reproduction, distribution, performance, or display by others. 17 U.S.C. 106.

Fair Use. An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work. 17 U.S.C. 107

Performance and Displays. A further exception shall be performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other similar place devoted to instruction. 17 U.S.C. 110

Guidelines. Employees who wish to use copyrighted print material and sheet music shall follow the guidelines set forth in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions” and “Guidelines for Educational Uses of Music.” [See EDD (E)] Those guidelines establish a minimum guaranteed fair use, not a maximum. Any use that falls within those guidelines is a fair use; any use which exceeds these guidelines shall be judged by the four factors stated above and may be subject to challenge. Any determination regarding whether a use that exceeds the guidelines is a fair use shall rest with an appropriate court of law.

Prohibitions. Notwithstanding the fair use guidelines, the following shall be prohibited:

1. Copying of print materials and sheet music to create or replace or substitute for anthologies, compilations, or collective works. This prohibition against replacement or substitution applies whether copies of various works or excerpts are accumulated or reproduced and used separately.
2. Copying of or from works intended to be “consumable” in the course of study to teaching. These works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.

Copying shall not substitute for the purchase of books, publishers’ reprints, or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

Additional prohibitions regarding the use of music are:

1. Copying for the purpose of performance, except as permitted under the “Guidelines for Educational Use of Music.”
2. Copying for the purpose of substituting for the purchase of music, except as permitted under the “Guidelines for Educational Use of Music.”
3. Copying without inclusion of the copyright notice that appears on the printed copy. Reference. “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions” and Guidelines for Educational Use of Music” contained in the historical note following 17 U.S.C. 107.

What is Copyright?

The following information is provided via courtesy of the U.S. Copyright Office public Website at <http://www.loc.gov/copyright/circs/circ1.html>.

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- **To reproduce** the work in copies or phonorecords;
- To prepare **derivative works** based upon the work;
- **To distribute copies or phonorecords** of works to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- **To perform work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- **To display the copyrighted work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of **sound recordings, to perform the work publicly** by means of a **digital audio transmission**.

In addition, certain authors of works of visual art have the rights of attribution and integrity as described in section 106A of the 1976 Copyright Act. For further information, request Circular 40, "Copyright Registration for Works of the Visual Arts."

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of "fair use," which is given a statutory basis in section 107 of the 1976 Copyright Act. In other instances, the limitation takes the form of a "compulsory license" under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. For further information about the limitations of any of these rights, consult the copyright law or write to the Copyright Office.

Who Can Claim Copyright?

Copyright protection subsists from the time the work is created in fixed form. The copyright in the work of authorship **immediately** becomes the property of the author who created the work. Only the author or those deriving their rights through the author can rightfully claim copyright.

In the case of works made for hire, the employer and not the employee is considered to be the author. Section 101 of the copyright law defines a "work made for hire" as:

- (1) a work prepared by an employee within the scope of his or her employment; or
- (2) a work specially ordered or commissioned for use as:
 - a contribution to a collective work
 - a part of a motion picture or other audiovisual work
 - a translation
 - a supplementary work
 - a compilation
 - an instructional text
 - a test
 - answer material for a test

- a sound recording
- an atlas
- (3) if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire....

The authors of a joint work are co-owners of the copyright in the work, unless there is an agreement to the contrary.

Copyright in each separate contribution to a periodical or other collective work is distinct from copyright in the collective work as a whole and vests initially with the author of the contribution.

What Works are Protected?

Copyright protects “original works of authorship” that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

- (1) literary works;
- (2) musical works, including any accompanying words
- (3) dramatic works, including any accompanying music
- (4) pantomimes and choreographic works
- (5) pictorial, graphic, and sculptural works
- (6) motion pictures and other audiovisual works
- (7) sound recordings
- (8) architectural works

These categories should be viewed broadly. For example, computer programs and most “compilations” may be registered as “literary works”; maps and architectural plans may be registered as “pictorial, graphic, and sculptural works.”

The following information is provided via courtesy of the Austin Community College Website at <http://library.austin.cc.tx.us/gen-info>

The Doctrine of Fair Use

Ordinarily, duplicating copyrighted material without the permission of the copyright owner is a violation of the rights of the copyright owner. However, educational institutions have long relied upon the “fair use” exception of the copyright laws for protection from liability. Without this privilege to use copyrighted materials, copyright would not serve its constitutional purpose “to promote the progress of science and the useful arts” (Constitution, United States, Art. 1, Sec. 8, Clause 8). Fair use limits the copyright owner’s monopoly by reserving to others the right to make reasonable uses of copyrighted materials without the specific consent of the author. As a result, this doctrine is very important to teachers, librarians, researchers, and scholars.

The fair use doctrine, codified in 1976, is found in Section 107 of Title 17 of the United States Code, and is applicable to copyrighted works in all media.

In determining fair use, the following four factors are considered:

1. The purpose and character of the use, including whether the copied material will be for nonprofit, education, or commercial use.
2. The nature of the copyrighted work.

3. The amount, substantiality, or portion used in relation to the copyrighted work as a whole. For example, photocopying ten lines from a 30-page book is qualitatively different than copying ten lines from a 300-page book.
4. The effect of the use upon the potential market for or value of the copyrighted work. Many copyright experts regard this factor as the most critical one in determining fair use: if the reproduction of a copyrighted work reduces the potential market and sales and as a result the potential profits of the copyright owner, such use is unlikely to be found a fair use.

The courts have repeatedly ruled that no single factor is determinative of fair use: instead, all four factors must be examined and balanced. Since this procedure is imprecise and unpredictable, it is difficult to determine what is and what is not fair use under the statute.

Copying Print Materials

Please remember that the user who wants to duplicate copyrighted works always has the option of contacting the copyright owner for permission to copy. Often, the copyright owner will grant such permission either for a fee or without a fee.

The following guidelines are taken from Copyright Office Circular #21, entitled *Reproduction of Copyrighted Works by Educators and Librarians*, and are in the public domain. Developed by the Ad Hoc Committee on Copyright Law Revision, the Author-Publisher Group of the Authors League of America, and the Association of American Publishers, these guidelines became part of Section 107 of Report No. 2223 94-146, U.S. House of Representatives. It should be remembered that these guidelines are not law and thus do not carry the force of law; instead, they are intended to be helpful recommendations by stating the minimum standards of educational fair use and not the maximum standards. In other words, it is entirely possible for larger amounts of works to be copied and still be considered fair use. Also, standards of fair use are not set in stone: in the future they could either expand or contract.

The following uses are permissible:

- A. A teacher may make (or request to be made) a single copy of any of the following for his or her scholarly research, for use in teaching, or for preparation to teach a course.
 1. A chapter from a book;
 2. An article from a periodical or newspaper;
 3. A short story, short essay or short poem, whether or not from a collective work;
 4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;
- B. A teacher may make (or request to be made) multiple copies for classroom use of discussion (not to exceed more than one copy per pupil), provided that:
 1. The copying meets the tests of brevity, spontaneity, and cumulative effect (as defined below); and
 2. Each copy includes a notice of copyright.

(Concerning the word “course,” it was the negotiators’ understanding that “course” means one semester or a term of a given subject. The teacher who teaches several subjects would be entitled under the guidelines to nine instances of copying (see (3)(c) under “Definitions” below) in each subject he or she teaches.

The following uses are prohibited:

- A. A teacher may not copy to create, replace, or substitute for anthologies, compilations, or collective works.
- B. A teacher may not copy of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.
- C. Copying shall not:
 1. substitute for the purchase of books, publishers’ reprints or periodicals;
 2. be directed by higher authority;
 3. be repeated with respect to the same item by the same teacher from term to term.
 In addition, no charge shall be made to the student beyond the actual cost of the photocopying.

Definitions:

2. Brevity

- a. Poetry:
 - I. A complete poem if less than 250 words and if printed on not more than two pages or,
 - II. An excerpt of not more than 250 words from a longer poem.
- b. Prose:
 - I. A complete article, story or essay of less than 2,500 words, or
 - II. An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less.
- c. Illustration:
One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- d. “Special” works:
Works in poetry, prose or “poetic prose” which fall short of 2,500 words in their entirety and which often combine language with illustrations and are intended sometimes for children and at other times for a more general audience. Paragraph (1)(b) above notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

3. Spontaneity

- b. The copying is at the request and inspiration of the individual teacher, and
- c. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

4. Cumulative effect

- a. The copying of the material is for only one course in the school in which the copies are made.
- b. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- c. There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in “b” and “c” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

Illustrative examples

(These examples are taken from *The Copyright Primer* and are used here with permission).

Question 1: The curriculum guide for a course recommends (or mandates) that certain duplicated materials be used. Would making photocopies for the class be fair use?

Answer: No, since the copying would be 'directed by a higher authority.' The person writing the curriculum guide has ample time to obtain permission since such guides are usually written in advance.

Question 2: A department head desires that all the students in a certain course read the same literary work during the same term. Would making enough photocopies for all the students be fair use?

Answer: No. This copying is directed by a higher authority. However, independent decisions to use the same material by individual teachers should be allowed.

Question 3: If one teacher of a course makes photocopies of a particular work under the guidelines, can another teacher of the same course make photocopies for his or her class of the same work?

Answer: Yes. Each teacher has flexibility to determine what materials he or she will photocopy for students.

Question 4: If a teacher teaches two sections of the same course, may he or she photocopy the same material for both sections?

Answer: Yes.

Question 5: May photocopies made for one course be used in another course?

Answer: Yes, if use of the photocopies in the second course is within the guidelines as to the 9-instance rule, brevity and spontaneity (see the section titled 'Definitions' above).

Question 6: Can material photocopied for the fall semester of a course be photocopied again for use in the spring semester of the course?

Answer: No. The theory is that if in the first semester the material was useful enough that the teacher desires to repeat its use, the teacher would have adequate time to obtain permission.

Question 7: May a teacher make copies of a workbook project or a standardized test for use in preparing the class for an upcoming exam?

Answer: No. Workbooks, exercises, standardized tests and test booklets, and answer sheets are consumables and under these guidelines their reproduction is not fair use.

Question 8: A teacher regularly photocopied news articles of interest on topics being discussed in class. Is this permissible?

Answer: This should be fair use. Under the guidelines, the limitations to nine instances and to not more than one article from the same author (or two excerpts) or three articles from the same collective work or periodical do not apply to 'current news periodicals and newspapers and current news sections of other periodicals'.

Question 9: Can a copyright holder prevent fair use by a teacher, librarian, or researcher with a statement next to the copyright notice as follows: 'All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher'?

Answer: No. Such notice cannot abridge an individual's fair use rights under the statute.

Question 10: May a teacher reproduce an entire article from a scholarly journal for use by his or her class?

Answer: If the requirements of brevity, spontaneity, and cumulative effect are met, this use should be considered fair use. Educators should not include the same article each semester without permission.

Question 11: A professor finds no textbook adequate to serve course objectives. May the professor photocopy a variety of articles to substitute for the lack of a suitable text?

Answer: Here, the photocopying seems to create an anthology. The permission of the copyright owners is probably required. Publishers have sued outside photocopying shops for copyright infringement for supplying students with such anthologies, and many now require professors to show evidence of permission when they place material with the photocopying shop.

Copying Video Materials

Please remember that the user who wants to duplicate copyrighted works always has the option of contacting the copyright owner for permission to copy. Often, the copyright owner will grant such permission either for a fee or without a fee.

These guidelines are based on Section 100(1) of the Copyright Law, found in the Title 17 of the United States Code.

The following uses are permissible:

2. Students or instructors may perform or display a lawfully made videotape in a non-profit educational setting when the purpose of the performance or display is educational. Examples of such educational settings include a classroom or similar place devoted to instruction, such as a school library, gym, auditorium, or workshop. For example, a high school history class may watch a videotape of the film series 'The Civil War' even though the videotape is labeled 'Home Use Only' as long as it is being displayed in class for educational purposes.
3. A library may charge library users for private viewing as long as such charges are nominal and are directly related to the cost of maintenance of the videotape.
4. A library may reproduce and/or distribute videotapes to replace works that are lost, stolen, or damaged and that cannot otherwise be replaced at a fair price.

The following uses are prohibited:

1. A library may not loan a videotape labeled 'For Home Use Only' to groups for public performances.
2. A videotape may not be performed in a public room for entertainment purposes (whether or not a fee is charged).
3. More than a few people or more than one family may not view a videotape on library-owned equipment.
4. A videotape may not be transmitted from an outside location by radio or television without written permission from the copyright owner.
5. A videotape may not be transmitted to audiences not in the same room or same general area unless written permission from the copyright owner has first been obtained.

Copying Broadcast Programming

These guidelines are published in the *Congressional Record*, Oct. 14, 1981, p. E4751. Developed under the auspices of the U.S. House of Representatives by members of different education groups, copyright proprietors, and unions representing artistic organizations, the guidelines apply only to off-air recording by nonprofit educational institutions. Although these guidelines are not laws, it is hoped that individuals or organizations following the guidelines will minimize their chances of being found guilty of copyright infringement.

The following uses are permissible:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. 'Broadcast programs' are television programs transmitted by television stations for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive days in the forty-five (45) day calendar retention period. Using such a recording for instructional purposes after the ten-day period of lawful use is prohibited. 'School days' are school session days – not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions – within the forty-five (45) calendar day retention period.
3. Off-air recordings may be made only at the request of, and used by, individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. Producing an off-air recording absent the request of an individual teacher is prohibited.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten (10) consecutive school days, off-air recording may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization. It is not permissible to retain the recording for a longer time period than allowed by these time limits for any reason, including educational reasons.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
8. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.
9. A teacher or librarian may record a television program at home and bring it to school to use for educational purposes in the classroom.

10. It is acceptable to excerpt parts of a program provided that the original content of the excerpt is not altered in any way. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

Illustrative examples:

(These examples are taken from *The Copyright Primer* and are used here with permission.)

Question 1: An English professor wants to show a videotape of the film *The Grapes of Wrath* to her class. The videotape has a label which says ‘Home Use Only.’

Answer: As long as the requirements for the classroom exception apply (as found in Section 110(1) of the Copyright Law), the class may watch the videotape.

Question 2: Same situation as above, but four classes are studying the book: may the videotape be shown in a college auditorium or gym?

Answer: Yes, as long as the auditorium or gym are actually used for systematic instruction activities.

Question 3: Several students miss the videotape; may they watch the videotape at some other time in the Learning Resource Center?

Answer: Yes. Since the Learning Resource Center is actually used for systematic instructional activities, the classroom exception applies. If the Learning Resources Center is not as such, the showing may be a fair use if the viewing is in a private place in the Learning Resource Center.

Question 4: In Guideline 11 (above), what is the meaning of the phrase, ‘off-air recordings may be used once by individual teachers in the course of relevant teaching activities’?

Answer: This means that a teacher may use the recording one time in each class during the first ten consecutive school days after date of recording. The recorded program may be used a second time in any given class to clarify points which may not have been clear or where a second showing is needed to reinforce an instructional objective.

Question 5: Can an off-air recording be added to the collection of the Learning Resource Center?

Answer: No, unless it is a copy of a news program.

Question 6: Is it permissible for a teacher or librarian to tape a television program off the air at home and bring it to school the next day to play it back to the class?

Answer: Yes. In fact, this may be the only way a program aired during out-of-school hours can be taped simultaneously with the broadcast transmission or simultaneous cable retransmission, as required by the guidelines.

Question 7: Can excerpts of a television program recorded off the air be shown to the class or must the program be viewed in its entirety or not used at all?

Answer: Guideline 15 is explicit on this point. Excerpts can be used, provided the recorded program is not altered from its original content. The integrity of the program must be maintained.

Question 8: Can an LRS staff member tape a program off the air for an individual researcher?

Answer: The guidelines do not deal with this specifically, but this should be permissible. Section 107 of the 1976 law provides that ‘the fair use of a copyrighted work...for purposes such as

criticism, comment, news reporting, teaching... scholarship, or research, is not an infringement of copyright.'

Copying Software Materials

Please remember that the user who wants to duplicate copyrighted works always has the option of contacting the copyright owner for permission to copy. Often, the copyright owner will grant such permission either for a fee or without a fee.

Anyone who purchases a computer program has the right to load the program onto a single computer and to make another copy *for archival purposes only*. The license agreement included with the program *may* give the user additional rights, therefore, the agreement should be read carefully.

Because a copyright symbol or statement of copyright ownership is not required by law as a condition of protection, one cannot assume that the absence of such a notice implies permission to copy the software. Some types of computer software have less stringent rules on copying. These types include shareware, freeware and public domain software.

Shareware. This type of software is try-before-you-buy software and may be copied from bulletin boards or another user's disk. Each program comes with a license agreement that specifies how long it may be retained before it must be purchased. Shareware is registered with the author or publisher by sending a fee which varies according to each shareware program's license agreement. Registering the program entitles the user to continue using the program and to receive technical support, printed documentation, bug fixes and new version updates.

Freeware. This type of software is copyrighted but can be freely copied and distributed. The copyright protection usually restricts users from selling or distributing the software for profit, altering or reverse engineering the program, or claiming the program as their own. You do not have to register freeware

Public Domain. This type of software may or may not be copyrighted, and it may or may not have a listed author. Public domain means that the software costs nothing to keep and use and that is freely distributed to the public. The main difference between public domain software and freeware is that usually there is no way to contact the author, and most likely there will be no support of any kind available for the software.

Because it is often difficult to determine whether software is in the public domain or copyrighted and, if copyrighted, whether it is shareware or freeware, the following suggestions may help users stay within the laws regarding copyright:

- a. Assume all software is copyrighted even if it does not bear a copyright symbol. The only source for permission to copy copyrighted software is either a specific grant of that right in a license agreement or the express or implied (with regard to freeware) permission of the copyright holder.
- b. Retain all packaging materials that contain provisions of a licensing agreement between the user and the software copyright holder. Refer to these materials for information about what copying is permissible for the particular software program. Note that most license agreements prohibit renting, leasing or lending original copies of software.

Copying Digital Media

Recent innovations in computer and information technologies such as high quality graphic scanners, CD-ROMs, high speed modems, Internet, etc. have made access to, and retrieval of, all types of media very easy. However, just because these media are easily accessible and stored in digital format does not mean that they are not copyright protected! While there is still much debate on how existing copyright laws apply to these types of media, they should be treated the same as traditional media with regard to copyright and fair use.

Examples

Question 1: An instructor makes several copies of a copyrighted computer program for students to use in the computer lab or at home.

Answer: This is prohibited by copyright laws and almost all license agreements.

Question 2: A computer center owns one copy of a program and two students want to use the program. May the lab technician install two copies of the program for student use?

Answer: Probably not, since most license agreements permit installing a program on a single computer at the same time.

Question 3: A computer center technician learns that a student is copying copyrighted software on the center's computers.

Answer: The technician should inform the student that the software is subject to copyright laws and such copying is not permitted. The computers should have notices that inform users of copyright laws.

Question 4: An instructor has purchased software for use on his office computer. May he install the same software on his home computer?

Answer: Probably not. Most software license agreements permit installation on a single computer. Even if the organization has a site license, allowing for use on several computers, use of the software on a home computer would not be permissible because it is off site. Some software vendors, however, do allow this type of use, so be sure to carefully read the license agreement.

Copying Music Materials

Please remember that the user who wants to duplicate copyrighted works always has the option of contacting the copyright owner for permission to copy. Often, the copyright owner will grant such permission either for a fee or without a fee.

The following guidelines may be found in Circular 21, *Reproduction of Copyrighted Works by Educators and Librarians*, p. 11-12. They were developed by representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National conference, the National Association of School of Music, and the Ad Hoc Committee on Copyright Law Revision.

The following uses are permissible:

1. Emergency copying to replace purchased copies which are not available for an imminent performance, provided that purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any altered or lyrics added if none exist.
4. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher.

NOTE: Including a sound file on a Web page violates the single copy rule for sound recording. Each time a WWW page is viewed and sounds included in it are played, it is considered a copy of the sound recording.

The following uses are prohibited:

1. Copying to create a substitute or replacement for anthologies, compilations or collective works.
2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, and standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in (1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in (1) and (2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

Illustrative examples

(These examples are taken from *The Copyright Primer* and are used here with permission).

Question 1: Can the choral director make a new arrangement of a popular song and make photocopies for the college choir?

Answer: *No. Under the guidelines, the fundamental character of the underlying work has been changed.*

Question 2: The band owns sheet music for “I’m a Yankee Doodle Dandy.” May the chorus director make photocopies so that the band and chorus may perform together at a college assembly?

Answer: *No. Unless the situation is considered to be an emergency, no photocopies can be made for a public performance.*

Question 3: May a music appreciation teacher photocopy the first movement of a modern symphony for an exam question?

Answer: *No. Under the guidelines, photocopying a performable unit is not permitted.*

Question 4: May a teacher record a student's performance of copyrighted music?

Answer: Yes, but only for evaluation purposes. Multiple copies may not ordinarily be made.

Copyright Websites

- Copyright & Database Protection (American Library Association)
<http://www.ala.org/ala/washoff/woissues/copyright/dbprotection/databaseprotection.cfm>
- The Copyright Website <http://www.benedict.com>
- Stanford University Libraries' Copyright & Fair Use Site <http://fairuse.stanford.edu/>
- U.S. Copyright Office at the Library of Congress <http://www.copyright.gov/title17>
- CONFU: The Conference on Fair Use, U.S. Patent and Trademark Office.
<http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>
- Copyright in the Digital Library <http://www.utsystem.edu/ogc/intellectualproperty/l-intro.htm>
- Intellectual Property in Cyberspace <http://cyber.law.harvard.edu/property/>
- Digital Future Coalition <http://www.dfc.org/>
- PBS TeacherSource <http://www.pbs.org/teachersource/>
- Software Publishers Association Anti-Piracy Page <http://www.siia.net/piracy/default.asp>
- 10 Big Myths About Copyright Explained
<http://www.templetons.com/brad/copymyths.html>

Copyright Publications

Crews, Kenneth D. *Copyright, Fair Use, and the Challenge for Universities: Promoting the Progress of Higher Education*. Chicago: University of Chicago Press, 1993.

Harper, Georgia. *Copyright & the University Community*. Austin: University of Texas System, 1993.

Helm, Virginia M. *What Educators Should Know About Copyright*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1986

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