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I. Introduction

Student access and student success are cornerstones of the Moorpark College Mission. To ensure the widest possible access to quality instruction, Moorpark College is committed to providing flexible and effective distance education (DE) as a means to overcome the barriers of time and place in accessing learning.

The *Distance Learning Report: May 2005*, issued by the California Community College Chancellor's Office, cites clear evidence that, with quality curriculum and vigorous application of best practices in DE, student success in DE courses is comparable to student success rates in the traditional classroom.

In establishing guidelines, procedures, and training standards for Moorpark College DE, our goal is to broaden access for learning, and at the same time, ensure student success by maintaining the highest standard in curriculum development and in pedagogy.

The Moorpark College DE guidelines, procedures, and training standards are based on the following assumptions:

- Moorpark College is committed to developing and offering flexible and accessible DE degree and certificate programs.
- Moorpark College supports effective teaching methodologies and is committed to meeting student needs through a wide range of modalities.
- Infrastructure (such as technical support, hardware and software support, and instructor and student training) will support the development of DE courses and promote accountability for curriculum that meets or exceeds the course outcomes regardless of delivery system.
- All Moorpark College DE courses shall meet ACCESS standards as established by the State Chancellor's Office and state regulations.
- All DE courses shall follow DE standards.

DE Course Delivery Designations:

Online, hybrid, and TV (televideo) courses are all forms of DE. They are all subject to Moorpark College DE guidelines and procedures.

- **On-Ground/On-Site Course:** Traditional “classroom-based” course delivered at a physical site, in a synchronous manner, with face-to-face student-instructor contact.
- **Online Course:** Course in which 100% of the instruction and associated activities are delivered via the Web, including lectures, participation, and assessments. There may be a required on-site orientation.

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- **Online with On-Site Testing:** Course in which 100% of the instruction and associated activities are delivered via the Web, including lectures, participation, and assessments. There may be a required on-ground orientation. Students who cannot attend the examinations may arrange proctoring with the instructor's approval at an appropriate location (such as at another college, local library, or military base). Picture identification of students is required.
- **Hybrid Course:** Course in which a portion of the instruction and associated activities are delivered via the Web. This balance of the course is delivered in the traditional on-ground mode.
- **Web-Enhanced Course:** Course in which all of the contact hours are on-ground with supplemental material online. Allows on-ground classes to use online tools to enhance the traditional on-ground class experience.

The key distinction between a hybrid and a web-enhanced class is that, in a web-enhanced class, the online environment **cannot be counted** as official class meetings. Web-enhancements can be used to further discussions and disseminate class materials. However, all of the class lectures, labs, and associated activities that normally would be conducted in class must be done on-ground.

- **Televideo Course:** Course content delivered via television broadcast, streaming video or DVD/videotape. This mode of instruction can follow either the online or hybrid model to allow for on-ground components. The lecture portions, instead of being instructor provided, are provided through alternative media, for example, through DVD or streaming video.

DE Instructors are expected to adhere to the DE Guidelines and these DE Procedures as a requirement for teaching DE sections.

II. Curriculum

An official Course Outline of Record (COR) is required for all courses taught at the college. For DE courses, all COR sections pertinent to DE (V and XV) must be completed and subsequent review by the Curriculum Committee is required. The Curriculum Committee review will verify that the DE modality provides "regular effective contact" that is equivalent to on-ground delivery.

Process

Any DE course in which face-to-face contact hours are replaced by distance delivery will be subject to the curriculum review process. The steps of DE course review are as follows:

- Faculty generate the DE sections of the COR in consultation with department chair, department faculty, and dean.
- The COR is submitted to the Office of Student Learning to begin the curricular review process.

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- The DE Subcommittee meets and validates the DE sections of the COR in consultation with faculty ensuring that the threshold of “Regular Effective Contact,” established by the California Community Colleges Chancellor’s Office, Distance Education Guidelines (August 2008, available at: <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>), can be satisfied in the DE modality.
- The DE Subcommittee makes a recommendation to the Curriculum Committee.
- The Curriculum Committee votes on the validation and acceptance of the COR.

DE COR Sections

The DE COR (sections V and XV) must accompany course outlines of record being approved for distance education delivery.

Schedule of Classes and Notification to Students

The *Schedule of Classes* and WebStar will have designations for the different types of DE courses (e.g., online, hybrid, web-enhanced). This allows students to understand the delivery modality for classes before enrollment.

III. DE Instructors

DE instructors are experts in delivering content in the various DE modalities. They are responsible for ensuring “regular effective contact” with students in the DE delivery mode as defined by the California Community Colleges Distance Education Guidelines (March 2004). They also provide information on available student services and support that ensure student success.

To support the work of our DE Instructors, and to ensure that the standards defined by the Chancellor’s Office Distance Education Guide 2004 are met, the College is committed to providing resources for faculty in the areas of curriculum design, training, and certification.

The Office of Instructional Technology

The Office of Instructional Technology provides support to faculty in all aspects of course development, media production, and delivery. The office is located in the Staff Resource Center in the Library Learning Resources Center (LLR 117). An Instructional Technologist is available on a drop-in and appointment basis to assist instructors.

DE Instructor Criteria

The criteria for teaching DE courses at Moorpark College are the same as those for on-ground courses. In addition, DE instructors will...

- be assigned a District email account and use it for course communication.
- use the District approved course management software, and conduct all student/Instructor communication through that software.
- complete the Moorpark College training and certification process or equivalent or demonstrated proficiency.
- complete re-certification every two years.
- comply with Moorpark College DE Guidelines and Procedures.

DE Instructor Training and Certification

The College offers training to instructors planning to teach online, hybrid, or web-enhanced courses. The training addresses three areas: computer literacy, the District provided course management system, and online pedagogy. The training will be available both online and on-ground. The training and certification process is conducted by the Office of Instructional Technology, with oversight by the Dean of Student Learning responsible for DE.

This training is also available through a number of sources. Examples of external sources are @ONE or UCLA Extension.

Certification for Faculty with Online Experience

Instructors with 3 semesters of DE instruction experience or equivalent are considered DE certified. All instructors certified in this manner will be asked to complete recertification after 2 years.

Certification for Faculty without Online Experience

Certification is conferred upon the completion of three workshops:

Computer Literacy

This one-day workshop provides instructors with basic computer skills necessary to be able to work in a DE environment. It focuses on the Microsoft operating systems and programs. Topics include files and folder management, Microsoft Word, email, and ZIP files. Instructors who demonstrate proficiency of their computer skills may opt out of this workshop.

Course Management System Tools

Required for instructors teaching web-enhanced, hybrid or online classes. Focuses on the course management software adopted by the District and Moorpark College. This 8-hour seminar introduces basic operations in the district provided course management system for a web-enhanced class over 2 days. Participants are asked to complete 2 to 4 hours of practice after each day's session. Upon completing this workshop, instructors may request Course management system shells for their on-ground classes in order to start teaching web-enhanced classes.

Online Pedagogy

Required for instructors teaching hybrid or online classes. Introduces best practices in online pedagogy. Requires familiarity with the district provided course management system. Conducted in 2 sessions: 1) one 4-hour on-ground session, in which an experienced DE instructor facilitates a discussion about DE pedagogy concerns; 2) one 10-hour online facilitated session in which participants create content for the courses they intend to teach.

Re-certification

The DE environment is constantly evolving. Re-certification ensures that the standard of "regular effective contact" is maintained as technology advances. Re-certification is required

every two years. Re-certification is granted upon the completion of workshops such as but not limited to one of the following:

Advanced Course Management System

Advanced DE Pedagogy

Synchronous Online Meeting Tools (such as Wimba or CCC Confer)

Video Presentation Tools

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IV. Evaluation

Evaluation of Instructors

The instructor evaluation process is defined in the current AFT Collective Bargaining Agreement.

Student Evaluations

The student evaluation process is defined in the current AFT Collective Bargaining Agreement.

V. DE Course Assignment and Academic Calendar

DE courses are scheduled according to the District Instructional Calendar. DE course sections are assigned in the same manner as on-ground courses, as defined in the AFT Collective Bargaining Agreement. The division dean will ensure that all faculty teaching DE courses are certified by the start of the course.

Instructor DE Course Request

Adjunct and contract instructors should complete the Assignment Request Form (ARF) as defined in the AFT Collective Bargaining Agreement. In addition, they should inform their dean and department chair that they are DE certified and the type of DE class they desire to teach.

Class Size

The process and method for determining DE class size is defined in the AFT Collective Bargaining Agreement. Additional sources of good practices are constantly under review by the Office of Student Learning and the Academic Senate.

VI. Design Considerations for DE Instruction

To ensure “regular effective contact” in the DE environment, the college encourages the adoption of best practices current in the field. The following pages represent a small number of strategies available to instructors and curriculum designers, presented for your reference.

DRAFT**Student Interactions**

The online environment encourages student interaction. This positive trend commonly manifests itself as an increased number of emails sent to the instructor. To take advantage of this increased interaction without getting overwhelmed, the instructor is urged to develop group communication protocols that promotes student leadership within the cohort. To maintain “regular effective contact,” the turnaround time for student inquires should be no more than 24-48 hours.

Student retention is a primary concern for the online environment. Instructors are encouraged to connect students to online student services as part of retention strategies.

Accessibility Compliance (Section 508/Americans with Disabilities Act)

DE instructors are responsible for the accessibility of the DE classroom environment. The Office of Instructional Technology as well as the ACCESS program can provide support for curriculum design to ensure compliance and maximum accessibility for all students.

Textbook Publisher Websites

Publishers often provide websites enhancements to their textbooks. These sites should be used as supplements to course content and not as a replacement for the district approved course management system. External websites used as supplemental course material must also be accessibility compliant.

Graphic Interface: “Look and Feel” of a DE Course

Moorpark College DE course shells share the same “look and feel.” This promotes a sense of visual unity as well as preserving standard conventions for ease of navigation and accessibility compliance. Please consult with the Office of Instructional Technology for assistance in design and development.

Contact Information**Instructors**

An Instructor’s contact information should include but is not limited to the following:

- Campus email address,
- Campus telephone number,
- Campus office location (if applicable), and
- Alternate email address (if applicable).

Students

By Spring 2009, all students will have District assigned email addresses. These will be the official email to which all class communications will be address.

Instructor Office Hours

If Instructors use a conferencing system for interacting with their students (such as Wimba, CCC Confer, etc.), they will need to notify students of their online as well as on-ground office hours to ensure student/Instructor contact.

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Instructor office hour requirements are defined in the AFT Collective Bargaining Agreement. To ensure “regular effective contact,” whenever possible, both on-ground and DE office hour should be established.

Prolonged Absence

If Instructors know that they will be “offline” for more than 2 days, it is recommended that the Instructors notify the students via a “class note” that they will be offline for a certain time period and that they will return on a certain date and time. The division dean should be notified of instructor absence.

Instructor Availability

DE instructors follow the same instructional calendar and office hour requirement as on-ground instructors. It is particularly helpful to students to be able to contact the instructor right before and during exams, major class projects, or significant assignments to answer last minute questions or to deal with technical issues.

Syllabus

A syllabus for an online course includes all the elements of a syllabus for an on-ground course. In addition, the online course syllabus includes the minimum student technical skills and equipment requirements for an online classroom, student participation requirements, and the rules of conduct for an online classroom. In addition to the common syllabi elements, DE instructors are encouraged to include information on online related issues such as netiquette and discussion protocols.

Software Problems and Assignment Due Dates

Instructors should post a software failure policy in their syllabus. This statement should address the possibility of technical failure of the online delivery system and how such a failure could impact assignment or project due dates. Class policy on late assignments and possible consequences is essential.

Attendance Procedure

Title 5 and the California Community College Attendance Accounting Policy set out the requirements for instructor-student contact for credit classes.

For example, a 3-unit lecture class requires that instructor-student contact hours be set at 3 hours per week, for the length of the semester (17.5 weeks for the Ventura County Community College District). For each instructor-student contact hour, 2 additional hours of home work are required of the student.

The Attendance Accounting for online classes follows these prescribed parameters as we translate instruction to an online environment. The Chancellor’s Office requires that “Regular Effective Contact” be maintained online. The following is offered as a rule of thumb for a 3-unit lecture course:

Instructor: online 4 days per week, totaling 3 hours.

Student: online at least 3 hours per week, plus 6 hours homework, either on- or off-line as appropriate, per week.

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For other examples of good practices to encourage “Regular Effective Contact,” please contact the Office of Instructional Technology for a consultation.

Written Assignments

All courses have required written assignments specified in the COR. The instructor must notify the student of all expectations of the format of written assignments. Examples might include:

- Written work will be typed in 12-point Times New Roman, Courier, or Ariel font.
- All written work will be spell and grammar checked.
- A standardized writing format will be the used (e.g., Modern Language Association (MLA) or American Psychological Association (APA)).

Plagiarism

Instructors may use detection tools such as SafeAssign or Turnitin.com to monitor or discourage plagiarism among students.

Examinations and Other Assessments

DE instructors may choose to have online assessments, on-ground assessments, or any combination that best meets the needs of the course and stipulations in the DE sections of the COR. Elements to consider include the accommodation for students who cannot attend on-ground assessments, the need to establish proctoring guidelines, and other logistic issues common to the online environment. Please contact the Office of Instructional Technology for assistance if further information is needed.

Review Session

DE Instructors have the option of offering on-ground review sessions. These on-ground review sessions must be made available online as well.

Final Examinations

Instructors must conduct course assessment, commonly in the form of a final examination and/or a final project. This assessment is required of all credit courses. The timeline for conducting a final examination or assessment is the same as that of an on-ground course.

Communication Standards (Netiquette)

In an online communication environment, where visual cues are not available, we use a standard set of “netiquette” to ensure that the intended attitude and tone are communicated. We suggest that faculty include a section about netiquette in their online syllabus (see Appendix B Netiquette).

VII. Student Services and Information

Students attending classes online have the right to the same instructional support and student services available to students attending classes on-ground. The DE instructor is the primary information conduit for students seeking these services. We ask that all DE instructors make students aware of these resources. For a complete listing of services available, please direct students to: http://www.moorparkcollege.edu/services_for_students/index.shtml

All student rights and responsibilities detailed in the College Catalogue apply to both DE and non-DE students.

Criteria for DE Students

In addition to general admissions and enrollment requirements, DE students must meet the following criteria:

- Students are required to check their official district email account regularly. They will use this account for College purposes, including for their DE courses.
- Students must have internet access, preferably broadband, for efficient downloading and viewing of streamed content. Access is also available through Moorpark College facilities in the Library Learning Resources (LLR) Center.
- Students are strongly urged to complete an online orientation and undergo a Skill Evaluation Assessment (SEA). The orientation and assessment provide instruction on the use of DE software.

Appendix A: Communication Rubric

Below is an example of a rubric used to determine participation grades for an online discussion or assignment:

Grade	Performance Criteria	Response Characteristics
A	An outstanding performance; it may exceed the expectations of the assignment. It is thought-provoking and persuasive. It meets and exceeds the requirements for the B response.	<ul style="list-style-type: none"> • clear and cogent. • in-depth explanation of the topic. • logical, creative organization. • rich variety of convincing reasons, examples, and illustrations. • conscious choice of effective language. • authoritative, honest. • clear awareness of audience.
B	A good, better-than-average performance. It is interesting and competent. It meets and exceeds the requirements for the C response.	<ul style="list-style-type: none"> • directly relevant to and addresses all parts of the assignment. • logical organization. • fully developed with supporting reasons and explanations • generalizations supported with relevant, specific details. • clear, concise writing. • some awareness of audience.
C	Represents adequate, readable college-level thought and expression. Choice of topic is appropriate to the nature of the assignment. It may not respond to all parts of the assignment.	<ul style="list-style-type: none"> • focus relevant to assigned topic. • some evidence of organization. • gives supporting reasons and examples, but may not be fully developed. • clear writing. • consistent.
D	Confusing, difficult to read, unfocused. It does not demonstrate competent college-level thought on the topic or assignment.	<ul style="list-style-type: none"> • does not address assigned topic. • unstructured or disordered. • lack of support for ideas. • unclear or incoherent expression. • little awareness of audience.
F	Weak in several areas. It fails to communicate its ideas effectively. May indicate a lack of understanding of the assigned question. It may be late without instructor approval. Plagiarized responses merit an automatic F.	<ul style="list-style-type: none"> • no attempt to respond to assignment. • seriously and consistently illogical. • predicated on false premises. • incomprehensible. • little or no awareness of audience.

Acknowledgement: this example rubric is based on the English Department's writing assignment rubric.

Appendix B: Netiquette

"Netiquette" is network etiquette, the do's and don'ts of DE communication. Netiquette covers both common courtesy and the informal "rules of the road" of cyberspace. Students are expected to practice netiquette. In general, the College expects mutual courtesy and respect from all users.

Users, instructor and students alike, are reminded that that in an online environment where only text is the only tool of communication, tone and attitude are not readily apparent through visual cues. As a result, even the most offhand, casual comments can be misinterpreted. Further, every comment submitted through the college's course management software (CMS) is recorded and time-stamped, which means there is a complete record of all conversations in the online classroom.

Here are some suggested tools for all users:

Emoticons

In today's online environment, it is very common to use symbols to represent emotions or colloquial terms. These symbols are called *emoticons*. For example, a smile is represented by a typed happy face :) or by a symbol, ☺. These emoticons are typically used to emphasize a feeling (i.e., a mood, emotion, or intention) that is being written about, to display these qualities when the writer feels that words cannot adequately communicate these feelings, to counter the overt meaning of written text to indicate a joke or irony, and generally to allow a wider range of communication than is possible through words alone. The use of these emoticons should be carefully considered as different people may interpret their meaning differently. However, when used appropriately, these symbols can give greater expressiveness to what is being written. For further information, please refer to: < <http://messenger.msn.com/Resource/Emoticons.aspx>>.

Flames

Another common way to express meaning is to use all UPPERCASE letters when writing. This UPPERCASE usage is often considered to be equivalent to shouting in the online text environment. If this is done for an entire message it is usually referred to as a "flame" as it appears to be a burning issue for the writer who is angry. It is generally considered to be discourteous to use UPPERCASE letters in this manner. Disruptive behavior online is subject to the Code of Student Conduct, in the same manner as disruptive behavior on-ground.

The core rules of Netiquette are:

- Remember the Human - Imagine how you'd feel if you were in the other person's shoes. Stand up for yourself, but be courteous and professional in all interactions.
- Adhere to the same ethical and behavioral standards online that you would on-ground.
- Know where you are in cyberspace - Lurk before you leap. What's perfectly acceptable in one area may be dreadfully rude in another.
- Respect other people's time and bandwidth.
- Make yourself look good online.
- Share expert knowledge - Don't be afraid to share what you know.

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- Always steer clear of personal attacks. In other words ensure that the Netiquette rules are always in everyone's mind. Help keep flame wars under control by not sending or responding to personal attacks.
- Respect other people's privacy.
- Don't abuse your power.
- Be forgiving of other people's mistakes.
- Further information about netiquette can be found at this website:
<<http://www.albion.com/netiquette/corerules.html>>.

Appendix C: Discussion Tips and Techniques

Forum Discussions (Text-based)

There are many ways to have the Instructor and students fully participate in DE classroom forum discussions.

- One method, where appropriate, is to introduce a controversial subject in order to stimulate discussion. The challenge for the Instructor using this method is to sufficiently control any passions that are aroused so that courtesy and respect are not breached.
- For another approach, the Instructor also may introduce life and work experiences relevant to the class. This can be quite effective when used to introduce students to real life applications of class materials.

In all cases one can build upon previous discussions and student contributions. Everyone in the class learns from each other. However, the Instructor should always remember to guide the discussions. Point out issues with discussion points.

e-Conferencing (Phone/Internet Conferencing)

Some Instructors will use phone/internet based conferencing systems such as CCC Confer, a free service funded by the State Chancellor's Office that enables community college Instructors to hold conferences with students using the phone and internet. All participants log into an on-line chat room where the Instructor may display a PowerPoint file, images, websites, and share anything on the Instructor's computer desktop for the whole group to see. The Instructor also may write on the whiteboard (tablet mouse recommended). What's more, students and Instructors may call into a central phone system, enabling verbal communication while the Instructor navigates through the images displayed on the screen. So, the instructor may communicate by voice, hand-writing, text, and displaying of images. Also, all sessions may be archived for later viewing. This system provides a very interactive environment for students and Instructors. (Instructors may use the free-training of the system offered by CCC Confer. For more information about CCC Confer, go to: <<http://www.cccconfer.org>>.)

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Appendix D: Course Outline of Record (COR) DE Section XVXV. DISTANCE LEARNING COURSE OUTLINE

Department: _____ Course ID: _____ Course Title: _____

Directions: Fill out this form completely if you intend to deliver instruction via any mode of distance learning. An example form is available in the Curriculum Committee folder on the MC Share drive. Separate course approval for distance education delivery is required by Title 5, which states “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities...” (55204(a)). An instructor qualified to teach the course by distance education in the discipline should be present at the Distance Education Subcommittee meeting when the course is discussed, if at all possible.

1. Mode of Delivery (Check all that apply)

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
- Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other: _____

2. Need/Justification (*What is the intent in offering the course by distance education?*)

- Improve General Student Access Other: _____

3. Please describe how instructors teaching this course will ensure regular, effective contact with and among students:

4. Please describe how instructors teaching this course will involve students in active learning:

5. Please explain how instructors teaching this course will provide multiple methods of content representation:

6. Please describe how instructors teaching this course will evaluate student performance:

This course complies with the Moorpark College Distance Education Standards and Procedures. The Standards and Procedures are available in the curriculum committee folder on the MC Share drive.

Appendix E : Glossary

A

Accessibility –refers to the opportunity for all users, especially individuals with disabilities who use various assistive technologies, to use and attend all aspects of a DE course. Accessible web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing experience to that on non-disabled visitors. Likewise, accessible televideo materials include captioning for the hearing impaired.

Accessibility Coordination Center & Educational Support Services (ACCESS) - the program that assures all Moorpark College classes, activities and facilities are accessible to all qualified students.

Accommodation – Academic accommodations vary depending upon the documented needs of the individual student and are based on the demonstration that an accommodation is reasonable and necessary to improve the direct impact of a substantial limitation on a major life function.

Alternate Format – Translation of information into a variety of accessible formats including Braille, large print, ASCII text, audio cassette, captioning, electronic text, etc.

Americans with Disabilities Act (ADA) Standards – As with on-ground courses, all DE courses are subject to ADA standards. Consult ACCESS for ADA guidelines.

Asynchronous – Communication in which interaction between parties does not take place simultaneously. Asynchronous refers to an environment where students are, in effect, writing notes to each other where there is expected to be a passage of time between responses or that electronic communications can cross each other before being received. An example would be in using email or in a discussion forum.

B

Blog – A Web log maintained in the style of a journal that is available online and is usually the work of a single individual.

Browser – Software that allows you to find and see information on the Internet.

C

Calendar – The District instructional calendar that is observed for both on-ground and online classes, including non-instructional days (holidays, flex days, etc.).

Certification - A process which ensures that Instructors with DE assignments will be fully prepared to be effective in those assignments. The process includes workshops that teach instructors how to use the College's course management software and the pedagogy of DE.

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Chat Room - A Web site or server space on the Internet where live keyboard conversations (usually organized around a specific topic) with other people occur.

Computer-Aided Instruction (CAI) – Teaching process in which a computer is used to enhance the learning environment by assisting students in gaining mastery over a specific skill.

Course Management Software (CMS) – The platform used for online courses. This platform is selected by the Ventura County Community College District Distance Learning Task Force (DLTF) and this software is to be used as the DE platform for all DE courses.

Courseware – Educational software and materials for a DE course.

D

Discussion Forum – A discussion forum is a tool for holding online discussions through written messages.

Distance Education (DE) – Classes that are taught using various technologies. Examples are courses shown via Televideo, courses using any of the various online delivery mechanisms, etc. It involves instruction in which the Instructor and the students are separated by distance and interact through the assistance of communication technology.

Distance Education Committee (DEC) - The DEC is a sub-committee of the Curriculum Committee and is advisory to Instructors; staff members; and administrators; and to Technical Review and Curriculum, Staff Development, Honors, ACCESS, and other committees that impact DE course development, implementation, training, and certification.

Distance Education Course – The delivery of instruction and separation of the students and the Instructor that uses one or a combination of technologies is considered a DE course/section/session.

E

E-Conferencing Systems (e.g., CCC Confer, Wimba) – E-conferencing software is meant to be used as an adjunct to (not in lieu of) the Course Management Software. E-conferencing allows classes to see, hear, text chat, present, and share information in a collaborative manner. An Instructor can present content over the Internet using a form of slide show presentation, Web-based chat and streaming audio, and/or video. Students view the presentation by logging into the Web conference, and communicate with the Instructor either through their phones or through text based chat. The Instructor can interact with the students, view student lists, and manage the communication during the event. (From the <cccconfer.org> Website, modified.)

F

Flame – Online or email messages which are inflammatory or derogatory in nature and do not move discussion forward in a reasonable manner. A common symptom includes using all

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UPPERCASE letters when writing. This is considered to be equivalent to shouting in the online text environment. If done for the entire message, it is usually referred to as a “flame.”

Frequently Asked Questions (FAQ) – A collection of information on the basics of any given subject.

H

Hybrid Class – A course using more than one mode of instructional delivery. Instruction may be delivered by such modes as, for example, the Internet, email, video, and the classroom. A portion of the class is taught through DE and a portion is taught on-ground. This means that for some class meetings the students and the Instructor conduct classes in the traditional manner and other class meetings are conducted as online sessions or via televideo in the same manner as a fully DE class. Attendance is taken in both formats and when the class is on ground, all on-ground standards apply, and when the class is online or televideo all DE standards apply.

L

ListServ – An email program that allows multiple computer users to connect onto a single system, creating an online discussion.

N

Netiquette – The online version of on-ground classroom etiquette. The “do’s and don’t’s” of DE communication. Students and Instructors are expected to follow netiquette standards in all Moorpark College DE courses (see appendix B).

O

On-Ground/On-Site Class – The "traditional" in-class experience at Moorpark College, where students meet with their instructor face-to-face in an assigned room according to an assigned schedule of times and dates.

Online Class – A class where 100% of the class contact hours are taught through the internet. There may be a required on-ground orientation.

Online with On-Site Testing – A class where 100% of the class contact hours are taught through the internet, but students are required to attend examinations in person at the campus. There may be a required on-ground orientation. Students who cannot attend the examinations may arrange proctoring with the instructor’s approval at an appropriate location (such as at another college, local library, or military base). Picture identification of students is required.

Orientation – An on-ground or virtual meeting prior to the beginning of a DE course, during which the Instructor provides a basic review of the CMS, class standards and syllabus, course expectations, dates for assessments, Netiquette standards, special software applications that are

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necessary for the course, student services available to the students, and any other information that is necessary for students to succeed in the class.

R

Real-time – Real-time refers to online activities that occur in a "live" manner. Real-time implies that there are no noticeable delays on either the receiving or sending sides. Real-time is also called **synchronous communication**.

Regular Effective Contact –It is the responsibility of the Instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the Instructor of record. At Moorpark College, students enrolled in a 3 unit online lecture course are required to be online a minimum of 3 days per each DE academic week and Instructors for the same course are required to be online a minimum of 4 days per each DE academic week. Instructors should respond to student questions within 24-48 hours from when the student's note was posted. Further, there are additional guidelines for response time between the Instructor and the students which are delineated in Section 9 of this document.

S

Streaming – Streaming video is a sequence of “moving images” that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming media are streaming video with sound. With streaming video or streaming media, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media are sent in a continuous stream and are played as they arrive. The user needs a player, a special program that uncompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker’s Web site.

Synchronous – Communication in which interaction between participants is simultaneous. (See **real-time**.)

T

Televideo Course/Telecourse – A video-based course which uses a fully integrated package of video instruction combined with instructional support materials, e.g., a textbook, a student study guide, and an Instructor resource guide. The course content is delivered by television broadcast or by video DVD/CD/tape with an online component to serve as a virtual classroom.

Textbook Publisher Web Sites – These are Web sites provided by textbook publishers to enhance their textbook offerings. These sites may be used as adjunct material for online and hybrid courses; however, all courses must use the district approved CMS as the primary method of content delivery. Web Enhanced courses may use these sites to enhance on-ground classes. These sites are subject to all ACCESS requirements.

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Threaded Discussions - A topic thread is a group of messages or postings all related to a single topic. Instructor should create a thread in the discussion forum for each one of their weekly lecture discussion questions. So if an instructor has three discussion questions for their weekly lecture then there should also be three lecture threads for clarification purposes.

W

Web Enhanced Class – The class is taught on-ground, but classroom assignments/materials are supplemented using the Web. Examples would be online testing, online assignments, and/or Instructor's syllabus/nursing workbook posted via the Web. These examples are delivered via the District's chosen Course Management Software Primary Platform. Other course material that enhances the learning environment, i.e., publisher materials, Web sites, research materials, etc. can be used at the Instructor's discretion; however, the Instructor takes the responsibility for student access and all related support to these materials. Further, the Instructor realizes that the College will not support the Instructor and the students for all these disparate technologies. These courses will not be advertised in the *Schedule of Courses* as online courses. Responsibility for these classes is solely with the department as with any other on-ground class. Any Web sites used are subject to all ADA requirements.

Whiteboard - The electronic equivalent of chalk and blackboard (such as Wimba), but between remote users. Whiteboard systems allow network participants to simultaneously view one or more users drawing on an on-screen whiteboard or running an application.