IMPERIAL VALLEY COLLEGE

Project ACCESO

Distance Education Developer's Handbook

Distance Education Developer's Handbook

Developing Distance Education Courses

This chapter provides a summary of the basic rules for distance education instructors who will develop distance education (DE) courses under Project ACCESO.

P roject ACCESO, in conjunction with the President, the Dean of Instruction, the Curriculum and Instruction Committee, and the division chairs, will determine which courses will be developed. Courses will be prioritized for development based primarily upon ACCESO's grant objectives, which are to develop DE versions of impacted courses, those required for transfer to UC/CSU, and those required for graduation at IVC.

Basic Definitions of DE Courses

- According to the California Community College Distance Education Regulations and Guidelines, section 55200, a distance education course is one in which the student and instructor are separated by distance and interact through the assistance of communication technology.

- Further, a DE course is considered a **virtual equivalent** to a classroom-based course, meaning that students must meet the criteria in Section 58003.1 when calculating FTES, [so that] students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of 'classroom' time in order to meet the Carnegie Unit requirements for academic credit.

- According to CCC DE Regulations and Guidelines, section 55208, "Instructors of selections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the

discipline into which the course's subject matter most appropriately falls." Further, instructors should possess a certain level of technical knowledge and acquire necessary training in how to effectively teach in a DE environment and in how to update their course to enhance student learning.

Distance Education Instructors

There are three types of distance education instructors. Each one is eligible to teach DE classes, but each one has different requirements and is granted different benefits.

DE Developers

- DE Developers participate in the summer technology camp, complete Etudes 101 with a passing grade, and develop a course in conjunction with the ACCESO team.

- DE Developers receive stipends for attending the tech camp and for developing a course according to predetermined guidelines; they are also the initial lead DE instructors for their respective courses.

Full-time DE Instructors

- Full-time DE instructors are full-time faculty members who have not attended summer tech camp.

- To be eligible to teach online, a full-time faculty member must complete Etudes 101 with a passing grade.

- Full-time DE faculty may only teach DE courses that have already been developed by a DE Developer.

- If a full-time faculty member and an adjunct faculty member both are eligible to teach a course, then the full-time faculty member gets precedence over the adjunct. In other words, if there is only one online course section of English 201 available, then the full-time faculty member qualified to teach that course online has first priority.

- Full-time DE instructors do not receive stipends for the tech camp or for developing a course.

Adjunct DE Instructors

- Adjunct faculty can teach DE courses that have been developed if

    - they complete Etudes 101 with a passing grade.

    - the course has been developed by an IVC DE Developer.

    - the course is a high-impact one that requires adjunct instructors.

- As stated above, if a full-time faculty member and an adjunct faculty member both are eligible to teach a course, then the full-time faculty member gets precedence over the adjunct.

- Generally, adjunct DE instructors are not eligible for tech camp or for stipends. However, exceptions can be made for certain areas where full-time faculty members are either unable or unwilling to develop selected DE courses. In such cases, adjunct faculty must receive approval from the division chair and the Dean of Instruction.

For more information on the differences between DE developers and instructors, see Appendix A.

Selecting DE Courses for Development

Courses developed must meet the following criteria:

- First priority is given to develop courses that are impacted, required for graduation, or required for transfer to a CSU/UC.

- Courses are identified for DE development through consultation with the division chairs, the Dean of Instruction, and with counseling.

- A Curriculum Addendum form must be completed to reflect the modified teaching format for each DE course. This form must be completed for each course, and this form must receive approval from Curriculum & Instruction Committee.

Selecting DE Developers

In order to be selected to develop a distance education course, a faculty member must:

- Have already taught the selected course using a traditional (face-to-face) format

- Agree to develop and then offer a hybrid-online format course that will meet once the course has been developed, reviewed, and approved for online delivery

- Complete the Summer Technology Camp application (complete with the instructor's respective division chair's signature)

- Complete (with a passing grade) Etudes 101

- Receive the approval of the Distance Education Coordinator and the Dean of Instruction

Once these criteria have been met, ACCESO will send out an invitation to selected faculty members to attend the summer technology camp and develop a DE course.

EtudesNG

All distance education courses that are developed and supported through Project ACCESO must utilize the Etudes course management system. If other course management systems, software, or technologies are used in the course (because these features are not yet available in Etudes), then they must be subordinate to and integrated with Etudes.

Developing a DE Course

Prior to developing a DE course, a DE developer must do three things:

- Complete the ACCESO Summer Technology Camp application (complete with division chair's signature);

- Complete (with a passing grade) Etudes 101;

- Attend the ACCESO Summer Technology Camp.

Once these objectives have been accomplished, the DE developer may begin developing his or her course, with the support of the Instructional Media Designer, the Academic Coordinators, mentors, and other ACCESO team members.

Our hope is that your DE course will be completely developed by the end of the semester prior to the initial offering of the DE course. In other words, if the course is to be first offered in Spring 2009, then you should try to get the course developed by the end of Fall 2010.

The course development will follow three stages:

Stage One
This comprises developing the materials for the orientation and first week of your online/hybrid course. These materials should be completely developed during the Summer Technology Camp. They include

- the syllabus and course calendar

- the first week's module, assignments, discussion boards, announcements, and so on

Stage Two
Complete the next five week's worth of modules, complete with all assignments, quizzes, discussion boards, etc. that will be used. These should be completed in time

for the first follow-up Tech Camp meeting in October, where you will be expected to share your progress with the group.

Stage Three

Complete the remaining modules and attendant assignments, quizzes, etc. Ideally, these should be completed in time for the second and final follow-up Tech Camp meeting in November, where you will be expected to share your progress with the group.

The Instructional Media Designer (IMD) and the Academic Coordinators (ACs) are available to help and advise each DE Developer to complete these stages. The IMD is available to meet with each developer for one-on-one training sessions and will hold period group training sessions throughout the semester. Participation in these training sessions and workshops is required and highly recommended.

Evaluation of DE Course Development

As per the Agreement between the Imperial County Community College District and the IVC CCA/CTA/NEA:

10.7 Evaluation of Faculty Teaching Online Courses

The goal of the online course evaluation process is to ensure that the online courses being taught are similar in scope, quality, and requirements as the same courses taught in a traditional format. Further, the evaluation is meant to develop the skills of online instructors and for the methods, techniques, and best practices in online instruction to be shared among peer faculty members. To that end, the online evaluation process is designed primarily to review and improve the online course delivery and content. However, for teaching faculty members who regularly teach online courses as part of their teaching load, the online course evaluation may be used by the evaluation team as an additional peer review of teaching in the contract, regular or tenure review facets of faculty evaluation, though it may not take the place of the formal classroom observations as described in Articles 10 and 11 of the CTA agreement.

The Distance Education office will coordinate the peer review process for online courses developed while the ACCESO project is in place at the college. The Distance Education Coordinator or the Academic Coordinator responsible for the unit member's academic area will complete the Distance Education Course Development Peer Review during the semester in which the course is being offered for the first time.

Once a course has been successfully offered, and a unit member has been given a satisfactory peer review of the course, the Distance Education Office may elect to formally review the same version of the unit member's online course(s) no more than once per academic year. These formal reviews have

the same notification requirements as for an in class observation of a traditional class.

District administrative officers have the same rights to informal review of online instruction has they possess for traditionally delivered instruction.

Prior to the expiration of the ACCESO project grant the Academic Senate is urged to meet with the Distance Education program staff and formally incorporate the evaluation of online education into the evaluative procedures described herein in Articles 10 and 11 of this agreement.

Review and Approval Process for DE Course Development

At the end of each stage in the course development process, the course will be peer reviewed by the Academic Coordinators, the Distance Education Coordinator, and the Instructional Media Designer. These reviewers will follow a specific rubric (see "Distance Education Course Development—Peer Review") of four guiding principles for well-designed and successful DE courses:

- Course engages and supports all students in learning

- Course provides materials conducive to successful management

- Course is well-organized and easy to understand and follow

- Course is well-designed to provide an optimal distance learning experience

At the end of the stage three, the course will be approved for delivery, not approved for delivery, or approved for delivery with reservations. This decision will be made by the Dean of Instruction, in consultation with the Distance Education Coordinator.

Please note that this is a review of the course material, not a review of the course instructor. The materials need to be completed and approved before they can be used in a DE course.

Stipends

There are two different stipends: one to attend the summer technology camp and one to develop a distance education course for delivery.

Compensation of $1,250 ($250 per day) shall be granted to tech camp participants for full attendance and participation. The stipends for completing the camp are paid out shortly after the camp's completion.

According to the Agreement, section 17.14.1,

> Compensation of $540 per lecture unit shall be granted to the faculty member who successfully develops and delivers a complete distance education, or on-line course, for the first time, provided such course is operating on the official census date for the course. If another unit member develops or delivers the same or a different version of the same course during a subsequent semester, no stipend will be paid to this second unit member. For the purposes of this paragraph only, if a unit member develops an on-line non-credit course; one unit shall be defined as the equivalent of 18 hours of non-credit instruction. Payment for such course development shall be paid in one lump sum payment after the end of the semester in which the newly developed course was first offered.

To receive the second stipend, a DE Developer must do the following:

- Fulfill all the requirements spelled out in "Developing a DE Course." Specifically, he or she must complete Etudes 101 and attend all sessions of the ACCESO Summer Technology Camp;

- Demonstrate the course at one of the ACCESO Summer Technology Camp meetings during the Fall semester (as spelled out in "Review and Approval Process for DE Course Development" above)

- Submit a copy of all necessary materials used in the course to the ACCESO staff. This can be submitted either on a CD-ROM, a flash card, or a zip file as an attachment to an email.

- Sign the "Extra Duty Services Employment Agreement" to receive your stipend

Technology Equipment Allocation

All DE Developers will be allocated $1,800 to spend on technology equipment for DE development. Developers will be given a menu with available items (computers, accessories, software) to choose from. The faculty can select up to $1,800 worth of items from the menu.

At the time of issuance, each faculty member will sign the "Technology Equipment Statement" acknowledging that the equipment is the property of Imperial Valley College, Project ACCESO, until the duration of the project in September, 2009. The form also states that, should the faculty member "fail to attend the camp or develop and deliver a course within the proscribed timeframe of one year, the equipment will be returned to Project ACCESO."

If an instructor's equipment is lost or stolen and the instructor is found to have been negligent in the care of the equipment, then it is the instructor's responsibility to replace it with a computer of the same value. This is in accordance with the agreement each instructor must sign prior to being issued the equipment. Further, the lost or stolen equipment must be reported to the Business Office, and the instructor must fill out the "Report of Loss and/or Damage to Equipment" form. Because there is a $5,000 deductible on the college's insurance policy (far more than the cost of the computers), money spent on purchasing a replacement will not be reimbursed.

Each item purchased comes with a three-year warranty covering repairs, parts, and labor. Therefore, if it breaks or is damaged within the first three years after issuance, then it can be repaired or replaced at no expense to the instructor. Simply contact ACCESO's Technology Support Technician, either by email, by phone (x524), or in person (3200 building). However, if it is broken after the three-year warranty has expired, then the faculty member will need to contact IVC's Customer Support/Help Desk for assistance in resolving the problem.

Teaching Distance Education Courses

This chapter provides an overview of the basic guidelines covering distance education.

DE Courses Scheduling

- DE courses should meet at least three times in a semester: once for orientation, once for midterm, and once for final. Variations of the three meeting times are acceptable if agreed upon and approved by the Dean of Instruction, in consultation with the Distance Education Coordinator.

- It is recommended that faculty teaching developmental classes (particularly foreign languages and ESL) hold more than three course meetings each semester.

- Classes that meet three or fewer times each semester will be designated as "Online" or "Hybrid Online" in the IVC Schedule of Classes. Classes that meet more frequently throughout the semester will be designated as "Hybrid" in the schedule.

- As our program develops, we will encounter more and more students from outside the area (or even outside the country) wanting to take online classes at IVC. Please do everything in your power to accommodate these students.

- Face-to-face meetings must be scheduled for Fridays and/or Saturdays, unless prior approval is given by the Dean of Instruction. Please work with your division secretary and with ACCESO's secretary to determine the dates, times, and room locations for these meetings.

- Your division secretary will add your online classes into Banner. However, make sure that the ACCESO office knows which classes you will be offering online, how many times you will be meeting in the semester, and what sorts of technology and support you will need for your orientation meeting.

DE Course Load

According to the Agreement, section 15.11,

> Unit members may teach courses in distance education, or online, format as part of their normal contract load, upon the approval of the appropriate division chairperson and the Vice President of Academic Services. Distance education courses are credited and paid to instructor load or overload in exactly the same fashion as traditionally delivered courses.

> No more than 40% of contract load (two (2) courses or six (6) units whichever is lesser) may be taught as distance education, or online, in any given fall or spring semester. Any additional distance education courses that the unit member is approved to teach beyond two (2) courses or six (6) units may be taught as overload. The remainder of the unit member's contract load should be made up of traditionally delivered courses. Unit members who are teaching distance education courses are still required to be on campus for classes, office and/or office by appointment hours for no less than four (4) days per week during the fall and spring semesters.

> Unit members who are teaching distance education or online courses during the fall or spring semesters may choose to designate one of their required contract office hours as an online office hour. During this online hour, the faculty member is expected to be logged on to the computer and immediately available to respond to students through email, a discussion board, chat board, or other online means of communication, as appropriate. This online office hour must be scheduled and posted at a regular day and time each week just like a traditional office hour, though the unit member may choose to physically hold this online hour off-campus as long as s/he has full computer access at the off-campus location.

> During the winter intersession or summer session a unit member may teach all or part of his/her assignment in distance education, or online, format upon the approval of the appropriate division chairperson and the Vice President of Academic Services, and in accordance with the load restrictions described in section 15.13. The instructor shall be paid for such courses in exactly the same fashion as for traditionally delivered courses.

Online or distance education courses are subject to the same class size quotas and enrollment quota regulations as explained in Section 15.15 for traditionally delivered courses.

While such time as the Title V Grant known as the ACCESO project is in place at Imperial Valley College, the policies and procedures for selecting and training unit members for online education as established in the grant shall be followed. During the academic year preceding the expiration of the grant, (expected expiration September 2009) the District and the Association agree to meet and confer to examine and revise the policies and procedures for selecting and training unit members for online education.

Regular, Effective Contact

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and 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. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses **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.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define "effective contact," **including how often, and in what manner instructor-student interaction is achieved**. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the Guideline to Section 55202, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

Background:

In hybrid or fully online courses, ensuring **Regular Effective Instructor/Student Contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face to face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face to face office visits.

IVC Guidelines for Regular, Effective Contact

All DE courses at IVC, whether hybrid or fully online, will include regular effective contact as described below:

- **Initiated interaction**: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- **Frequency**: DE Courses are considered the "virtual equivalent" to face to face courses. Therefore, the frequency of the contact should be at least the same as would be established in a regular, face to face course. This suggests that, **at the very least**, the number of instructor contact hours per week that would be available for face to face students, should also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact should be distributed in a manner that will ensure that regular contact is maintained given the nature of asynchronous instructional methodologies.

- **Establishing expectations**: An instructor or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students at the beginning of each semester.

Type of Contact
Regarding the type of contact that will exist in all IVC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums with appropriate instructor participation.

- Email

- Weekly announcements in Etudes

- Timely evaluation of coursework

Suggestions
- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. ("…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." CCCConfer, video conference, podcast, or other synchronous technologies may also be included.)

- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Proctoring

Online students who cannot attend scheduled, on-campus exams can have their exams proctored in cooperation with IVC's Learning Center or with another school or library (should your student be too far away to visit the IVC campus). If the student is out of the area, then it is the student's responsibility to contact a proctoring center and make initial arrangements. As an instructor, you may reserve the right to deny a student's request to use a given testing service outside the local area.

The Learning Center provides test proctoring for IVC students as well as for distant learners. The times of operation are Monday thru Thursday from 8:00 AM to 5:00 PM and Friday from 8:00 AM to 3:00 PM. If students have a conflict with this time, they can arrange for Saturday or evening times with a 24-hour notice. When an instructor wants a student to take a test at the Learning Center, he or she must fill out a test proctoring form for each student [see "Test Proctoring Form" attachment or visit http://www.imperial.edu/index.php?pid=677 and click on "Test Proctoring Form"]. All tests must be picked up within one week. All students must have a valid picture ID (school ID or California ID), and writing materials.

In summary, these are the new procedures:

- For special times, students need to make arrangements at least 24 hrs in advance.

- Each test must have a test proctoring form completely filled out by the instructor.

- Tests must be picked up within one week.

- All students must have a picture ID and a pen or pencil at the time of the test.

If you have any questions, please feel free to contact the Learning Services Specialist, Josue Verduzco, at ext. 384 or at Josue.verduzco@imperial.edu.

Technologies Available for DE Faculty

Mediasite Studio

Mediasite is a powerful new technology for sharing knowledge online. It captures information when and where it happens and delivers it to the people who need it over the web—instantly. You can immediately record and distribute your presentation to share with others. Mediasite is changing the way people communicate via the web and how people around the globe receive vital information needed for work, professional advancement, safety and education.

IVC has a dedicated studio equipped with Mediasite hardware. The hardware allows for recording live camera feeds while concurrently recording your computer screen. This allows you to record yourself and your computer screen at the same time. The video is then automatically uploading to IVC's Mediasite server, allowing students to access the video with little to no work for the instructor.

To make use of IVC's Mediasite Studio, please contact Andres Martinez at andres.martinez@imperial.edu or x6714.

Camtasia

Camtasia Studio is software used to easily record your screen, PowerPoint presentations, voice, and Web camera video to create compelling video demonstrations, tutorials, and training presentations for Web and CD-ROM delivery.

Instructors use Camtasia Studio to combine information from different multimedia sources into their presentations and training. Integrating real-world video examples with the theories being taught really brings knowledge alive for students.

Camtasia is available as part of the DE Developer's Technology Equipment Allocation menu. To find out more, please contact Andres Martinez at andres.martinez@imperial.edu or x6714.

Turnitin.com

Turnitin.com is a proprietary service that allows instructors to check essays and other documents for plagiarism. It is used in high schools, colleges, and universities throughout the country, and it is available for us here at IVC thanks to Project ACCESO. This is a useful resource, especially for those with writing-intensive courses.

Turnitin.com provides an excellent online orientation for both instructors and students. Visit http://www.turnitin.com/static/videos/instructor_ppm_choice.html and follow the instructions on the screen. Once you've watched the orientation, please follow the instructions provided below to create your account.

1. Go to http://www.turnitin.com.

2. Click on "New Users"

3. Choose the "Instructor" option on the next page

4. Enter the school account information:

   a. Turnitin account/class ID: **42038**
   b. Turnitin join password: **accesso1**

5. Follow the instructions on the screen to complete your registration.

6. Once your account is set up, you can get started using Turnitin right away.

Multimedia Computers and Streaming Server
ACCESO has purchased two Dell Dimension XPS 600, Intel Pentium 955 Extreme Edition Dual Core computers. These are mammoth computers designed specifically for creating, editing, and processing multimedia content (video, audio, Flash animation, and so on). They are equipped with cameras for both video conferencing and for high-performance digital recording, not to mention all of the most essential software needed for multimedia design and production (including Dreamweaver, Flash, Photoshop, Camtasia, and Office). They can also burn DVDs.

These computers are housed in the ACCESO offices in building 3200, and they are available for DE faculty use; simply let us know when you wish to use the machines and we can reserve them for you and assist you if you need any help with the hardware or software.

In addition, ACCESO has purchased a streaming server which will allow your students to experience all of the high-end graphical products you produce with just a fraction of the downloading time. Our Technology Service Technician, Andres Martinez, maintains the server, and he will be the one responsible for loading content onto the computer. Simply give him your completed materials, and he will format them, load them onto the server, and then send you a link, which you can then use to display your content to your students.

LCD projectors
ACCESO has mobile LCD projectors that can be checked out by a DE faculty who might require it for presentations, orientations, or regular classroom lectures when there is no LCD projector available in the given classroom. They are small, very bright, and very easy to use machines. For further information or to reserve one for use, please contact Andres Martinez (x6714).

Easy Grade Pro
We have purchased a site license for Easy Grade Pro, which is a robust grading program that you can use not only to compile the grades for your classes but also to

post these grades onto your web site for your students to view via password protection. This is an excellent resource that is available for all faculty teaching DE courses. Contact Andres Martinez (x6714) or Larry Valenzuela (x6189) for more information or to get your own copy of Easy Grade Pro. Larry also provides Easy Grade Pro training in the Technology Training Center. See the IVC website for more information on this.

Dreamweaver

Dreamweaver is a web design program created by Macromedia (now Adobe) that enables the user to create and upload web pages or entire web sites. It is considered the industry standard for web design, meaning that most professional web designers use this product to create web pages.

Dreamweaver is available as part of the DE Developer's Technology Equipment Allocation menu. To find out more, please contact Andres Martinez at andres.martinez@imperial.edu or x6714.

Intellectual Property Rights for DE Content

According to the Agreement, section 21.6,

> A unit member who develops on-line or distance education course for which s/he has been compensated through a stipend by the District or a District controlled grant is the joint owner of the distance education course with the District. The unit member retains the right to use the course materials at Imperial Valley College and at any other college at which the unit member is teaching or may in the future teach. The unit member is required to submit a complete copy of the distance education course, exclusive of student records, to the Distance Education Office. A copy of the distance education course shall be retained by the Distance Education Office and may be made available for the use of other faculty members at Imperial Valley College who may be assigned to teach the same course in the future. Neither the District nor the unit member has the right to commercially sell the distance education course to a third party without the express permission of the other party.

> Unit members who develop an on-line or distance education course and receive no compensation from the District or from a District controlled grant or project retain exclusive rights in that course and have no obligation to share the course materials with the District, or any other party.

DE Instructors and Sick Leave

According to the Agreement, section 6.1.2.4, "Unit members whose teaching assignment, whether as load or overload, includes online or DE courses, shall receive the same number of hours of sick leave as they would be entitled to had the same

course been offered as a full-term, traditionally delivered course, whether during the regular semester or during a winter or summer session."

According to the Agreement, section 6.1.4.2,

> On-line instructors are expected to log on to the computer and monitor and interact with the students in the course each week of the semester or session when classes are scheduled to be taught. An instructor who has a serious illness that prevents him/her from attending to his/her duties teaching an on-line class shall account for sick leave in the following manner.
>
> For the purpose of sick leave calculation, the on-line course shall be treated as though it is being taught in a traditional classroom environment. Therefore, for each week of a regular semester length on-line course that a unit member is unable to log on to the computer and monitor and interact with the on-line students of the course, the unit member will have contract or additional sick leave, as applicable, applied to the missed hours equal to the following formula: each 1 unit of on-line class per week equals 1.125 hours of sick leave claimed per week.
>
> During a winter or summer session, on-line instructors are expected to log on to the computer and monitor and interact with the on-line students of the course for at least the same number of days of instruction as if the course were being held in a traditional manner on campus. If an instructor is ill and unable to perform this duty then sick leave shall be claimed in a way similar to that as if the course were being taught in a traditional manner.
>
> On-line instructors are required to notify the appropriate administrator, as well as the Distance Education office if they will be absent from on-line instruction. In cases where the on-line instructor will be absent from the on-line course for a period longer than one calendar week, or an equivalent number of days during a winter or summer session, then effort shall be made by the Vice President of Academic Services and the Distance Education office to acquire a substitute instructor to monitor and interact with the on-line students of the course.

Project ACCESO Support Staff

This chapter provides an overview of the support that each member of the Project ACCESO provides for students, faculty, and staff at Imperial Valley College.

Project Director

Gloria Carmona is ACCESO's Project Director. Her primary responsibility is to provide fiscal oversight, supervision, and direction to the overall project. She develops data and for DE reports, works with administrators throughout the school on issues related to distance education, and provides oversight of the DE program to ensure that the grant is on schedule and using its funds in compliance with all campus, state, and federal regulations.

Gloria's email address is gloria.carmona@imperial.edu. Her phone number is (760) 355-**6136**.

ACCESO Project's Secretary

Susie Luna is ACCESO's secretary. Her job duties are too numerous to mention, but some of particular importance to DE faculty include working with division secretaries on setting up DE classes in Banner; working with administration, faculty, and staff on a variety of DE-related endeavors; and ensuring that all paperwork related to distance education is arranged, filed, and disseminated.

Susie's email address is susie.luna@imperial.edu, and her phone number is (760) 355-**6716**.

Distance Education Coordinator

Michael Heumann is IVC's Distance Education Coordinator. Michael's duties as DEC include handling day-to-day management of all ACCESO activities, providing leadership and vision for the program, serving as the champion of distance learning both in the college and in the general community, and coordinating the development of distance education strategies whereby underrepresented students can be successful.

Michael's email address is michael.heumann@imperial.edu, and his phone number is (760) 355-**6553**.

Academic Coordinators

Deirdre Rowley, Toni Pfister, and **Mary Jo Wainwright** are ACCESO's Academic Coordinators. Deirdre is responsible for English/ESL. Toni is responsible for Exercise Science/Wellness/Sport, Child Development, and Industrial Technology. Mary Jo is responsible for Behavioral & Social Sciences and Humanities. The chief responsibilities of the Academic Coordinators are to act as faculty advocates for distance education, to coordinate with particular divisions to ensure that we are developing a DE program in the best interests of the faculty, to work with the IMD to train and support DE faculty, and to assess the instructional effectiveness of course materials created by DE faculty.

Deirdre's office is room 3200, her email address is deirdre.rowley@imperial.edu, and his phone number is (760) 355-**6484**. Toni's office is 700, his email address is toni.pfister@imperial.edu, and his phone number is (760) 355-**6546**. Mary Jo's office is room 807F, her email address is maryjo.wainwright@imperial.edu, and her phone number is (760) 355-**6527**.

Instructional Media Designer

Andres Martinez is ACCESO's Instructional Media Designer. His chief responsibilities include coordinating training and development of DE faculty, designing and maintaining web site(s) for the DE program, keeping ACCESO updated on advances in technology and pedagogy, and assisting the ACs in assessing the instructional effectiveness of course materials created by DE faculty. He is also the Academic Coordinator for Business Services and Science, Math, and Engineering.

Andres's email address is andres.martinez@imperial.edu, and his office phone number is (760) 355-**6714**.

Learning Support Specialist

Gloria Carmona is ACCESO's Learning Support Specialist (along with being Project Director). Her chief responsibilities in this position include advising and supporting students taking or considering taking online courses, coordinating and publicizing schedules for online courses, and acting as ACCESO representative for counseling and student services.

Gloria's email address is gloria.carmona@imperial.edu, and her phone number is (760) 355-**6136**.

Technical Support Technician

Martha Olea is ACCESO's Technical Support Technician. Her chief responsibilities include providing support to faculty, administration, and students on technical issues related to distance education, maintaining a 24/7 help desk for DE students, troubleshooting ACCESO's computer hardware and software, and administering ACCESO's streaming server.

Martha's email address is martha.olea@imperial.edu; her office phone number is (760) 355-**5706**, and her 24/7 help desk number is (760) 259-3419.

Appendix A: ACCESO DE Instructor Breakdown

ACCESO DE Breakdown	DE Developer	DE Instructor
Requirements		
Attend tech camp	Yes	No
Take Etudes 101	Yes	Yes
Develop online course	Yes	No
Deliver online course to ACCESO	Yes	No
Compensation		
Laptop	Yes	No
Stipend of $250/day to attend tech camp	Yes	No
Stipend of $540/unit to develop course	Yes	No
Fees for Etudes 101 Paid by ACCESO	Yes	Yes
Support and Advice from ACCESO	Yes	Yes

Appendix B:
DE Developer Checklist

TASK	COMPLETED	DATE COMPLETED
Complete Summer Technology Camp Application	☐	
Attend Summer Technology Camp	☐	
Develop course	☐	
Teach course	☐	
ACCESO member evaluate course	☐	
Deliver course materials to ACCESO	☐	
Complete Distance Education Curriculum Addendum form	☐	
Complete Extra Duty Contract	☐	

Technology Equipment Statement

I, _____, hereby agree that:

- The _____ issued to me on _____ with serial number _____ is the property of Imperial Valley College and Project ACCESO.

- I am accepting this equipment with the understanding that, in return, I will attend the Summer Technology Camp and develop and deliver an online, hybrid, or web-enhanced version of an existing course at Imperial Valley College under the guidance of Project ACCESO. If I fail to attend the camp or develop and deliver a course within the proscribed timeframe of one year, the equipment will be returned to Project ACCESO.

- I will take care of the equipment and will make it available for future inventories.

- I am aware that the equipment comes with a three-year warranty covering repairs, parts, and labor.

- If the equipment breaks or is damaged prior to the end of the ACCESO Project in 2009, then I will contact ACCESO's Technology Support Technician to get the problem fixed or resolved.

- If the equipment is broken or damaged after the ACCESO Project's completion in 2009, then I will need to contact IVC's Customer Support/Help Desk for assistance to get the problem fixed or resolved.

- If I retire or leave IVC for any reason, I will return the laptop/monitor to Project ACCESO.

- Finally, I am aware that, if the equipment is lost or stolen, then it is my responsibility to report this to the ACCESO team and to the Business Office. It is also my responsibility to fill out the "Report of Loss and/or Damage to Equipment" form. Further, if it is found that my negligence significantly contributed to the theft or loss of the equipment, then I am responsible for replacing it with one of comparable specifications and value.

Signature: _____

Date: _____

IMPERIAL VALLEY COLLEGE
SPENCER LIBRARY MEDIA CENTER
Learning and Tutoring Center

TEST PROCTORING FORM

In order to accommodate your test properly, please give us 24 hours notice.

For more information please call us at ext. 6384/6390.

INSTRUCTOR_____   Ext. No._6_____

STUDENT'S NAME_____

COURSE   _____   DATE_____

TEST   _____   TIME_____

SEMESTER _____   LENGTH OF TEST _____hr/hrs._____min.

	ALLOWED	NOT ALLOWED
1. TEXTBOOK	_____	_____
2. DICTIONARY	_____	_____
3. SPANISH/ENG.DICTIONARY	_____	_____
4. OTHER BOOKS	_____	_____
5. OPEN BOOK	_____	_____
6. CALCULATOR	_____	_____
7. SCRIB SHEETS	_____	_____
8. SAVE SCRATCH PAPER	YES _____	NO _____
9. KEEP TEST WHEN FINISHED	YES _____	NO _____

ADDITIONAL INFORMATION _____

_____

_____

_____

Imperial Valley College—Project ACCESO

Distance Education Course Development—Peer Review

Review Information

Faculty Member: Evaluator's Name:

Date: Course Reviewed:

Guidelines

The goal of this form is to provide an unbiased, peer-centered review of the online course materials you have developed for your class. It is intended to provide you with a clear understanding of both the strengths and weaknesses in your online content, so that you might be able to improve or enhance this material for future semesters. It is also intended to satisfy the Review & Approval component in the course development process, to be completed prior to the awarding of a stipend for delivering a course to ACCESO for future instructors to use.

Part I: Course Engages and Supports All Students in Learning

	(5) = Exceptional	(4) = Exceeds Expectations	(3) = Meets Expectations	(2) = Needs Improvement	(1) = Does Not Meet Expectations	N/A = Not Applicable
1. Provides clear, complete, and timely information on course goals and objectives	☐	☐	☐	☐	☐	☐
2. Specifies necessary technology competence and skills	☐	☐	☐	☐	☐	☐

3. Connects discipline-related materials to students' prior knowledge, life experience, and interests by including
    a. chapter summaries
    b. concept checks
    c. audio files, movies, and graphics to illustrate and/or clarify difficult concepts
	☐	☐	☐	☐	☐	☐

4. Facilitates and promotes self-directed, reflective learning experience through Etudes using assignments, case studies/illustrations, and discussions	☐	☐	☐	☐	☐	☐
5. Includes problem solving and critical thinking exercises, utilizing asynchronous discussion, assessment, and other methods	☐	☐	☐	☐	☐	☐

Comments:

Part II: Course Provides Materials Conducive to Successful Management

	(5) = Exceptional	(4) = Exceeds Expectations	(3) = Meets Expectations	(2) = Needs Improvement	(1) = Does Not Meet Expectations	N/A = Not Applicable
1. Academic standards for the online course are the same as those for a face to face course, and these standards are clearly explained in the syllabus and on other pertinent documents	☐	☐	☐	☐	☐	☐
2. Creates a learning environment that encourages students and promotes fairness and respect by: 　a. Including clear explanations about Netiquette rules 　b. Providing clear explanation of student conduct standards	☐	☐	☐	☐	☐	☐
3. Utilizes virtual classroom management techniques, including planning and implementing procedures and routines that support student learning.	☐	☐	☐	☐	☐	☐
4. Includes assignments that allow faculty to stay in close contact with students, especially with those borderline students who do not participate in all discussions or turn in all assignments.	☐	☐	☐	☐	☐	☐
5. Clearly provides technical support information (email, phone numbers)	☐	☐	☐	☐	☐	☐
6. Clearly provides tutoring, counseling, and student support information and availability	☐	☐	☐	☐	☐	☐

Comments:

Part III: Course Is Organized and Easy to Understand

	(5) = Exceptional	(4) = Exceeds Expectations	(3) = Meets Expectations	(2) = Needs Improvement	(1) = Does Not Meet Expectations	N/A = Not Applicable
1. Etudes modules, syllabus, and other online course materials are well organized to support student understanding and accessibility of subject matter	☐	☐	☐	☐	☐	☐
2. Identifies necessary course materials	☐	☐	☐	☐	☐	☐
3. Modules are sequentially set up and are consistent in their structures, module after module.	☐	☐	☐	☐	☐	☐
4. Students are able to locate course content, handouts, instructions, and other documents without having to go on a scavenger hunt	☐	☐	☐	☐	☐	☐
5. All assignments are clearly identified and include consistent due dates.	☐	☐	☐	☐	☐	☐
6. Provides for information redundancy where appropriate—for example, assignment due dates and instructor contact information can be found in several areas of the course	☐	☐	☐	☐	☐	☐
7. Course materials contain few, if any, grammar, spelling, or punctuation errors.	☐	☐	☐	☐	☐	☐

Comments:

Part IV: Course Is Well-Designed to Provide an Optimal Distance Learning Experience

	(5) = Exceptional	(4) = Exceeds Expectations	(3) = Meets Expectations	(2) = Needs Improvement	(1) = Does Not Meet Expectations	N/A = Not Applicable

1. Incorporates diverse student backgrounds, interests, and learning styles into online course materials. This might include
   a. Well-designed text documents
   b. Clear and useful audio files to clarify messages
   c. Video or graphics to explain hard-to-grasp concepts
	☐	☐	☐	☐	☐	☐

2. Establishes and articulates goals and posts daily or weekly objectives for student learning.	☐	☐	☐	☐	☐	☐
3. Develops, sequences, and modifies instructional activities and materials for student learning to meet course objectives.	☐	☐	☐	☐	☐	☐

Comments:

Faculty Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Distance Education Coordinator's Signature: _____ Date: _____