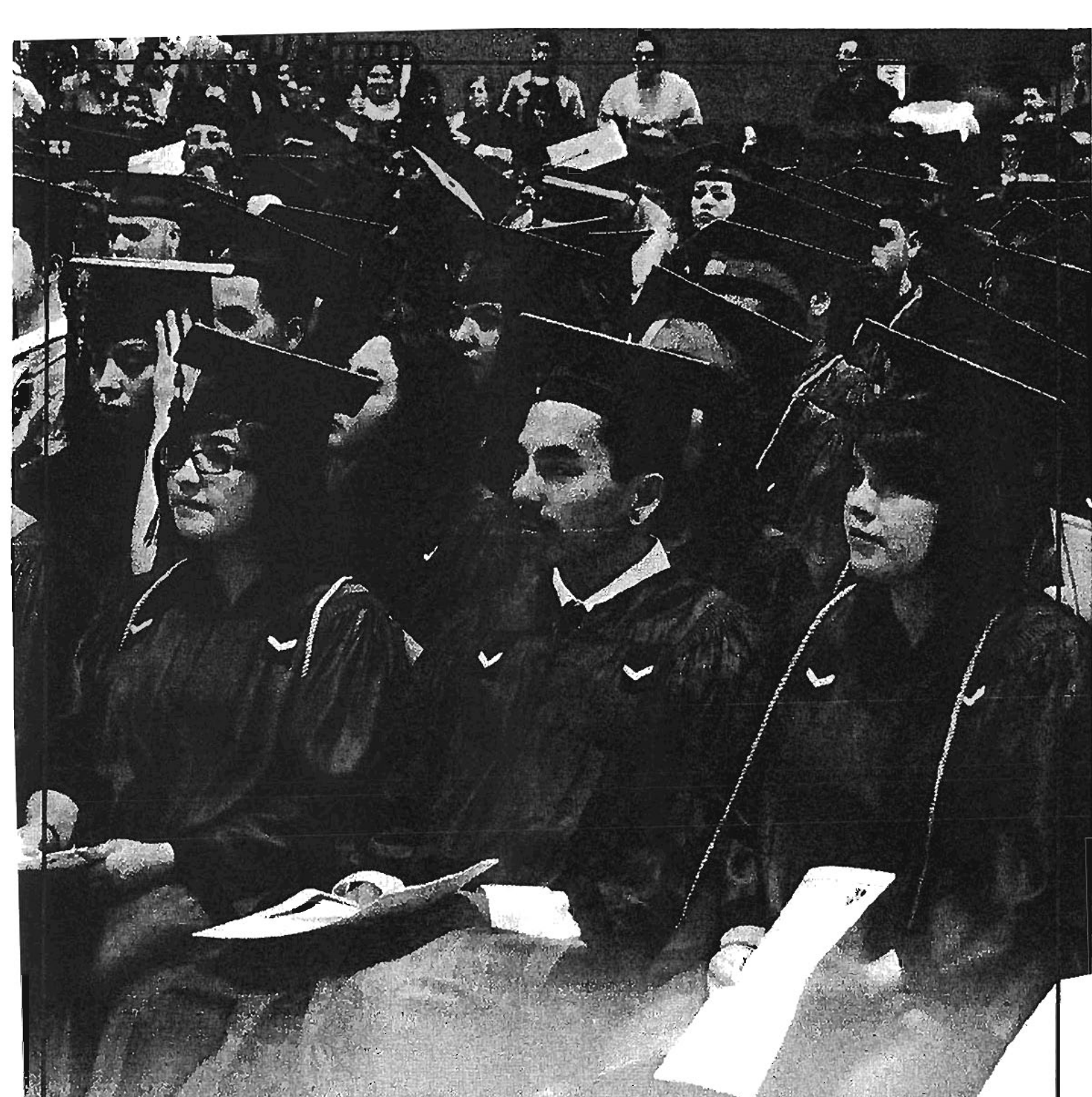# APPENDICES

Appendix A: Graduation Requirements

DEGREES, CERTIFICATES AND TRANSFER PLANNING

Associate Degree Graduation Requirements

Associate In Arts (AA) or the Associate In Science (AS) Degrees
The awarding of an associate degree at Imperial Valley College represents more than an accumulation of units. The General Education program is a series of courses designed to lead students through patterns of learning experiences that will allow them to develop a breadth of knowledge to gain a command of subject areas and methods of inquiry that characterize the liberally educated person.

Through general education, students are encouraged to increase their skill level and expand their understanding of the physical world and the complex inter-relationships of individuals and groups within their social environments; understand the various modes of inquiry of the major and certificate disciplines; deepen appreciation of artistic and cultural heritages, and become aware of other cultures and times; strengthen their ability to communicate, reason, and critically evaluate information both orally and in writing; acquire a positive attitude toward learning, and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues that confront them daily.

After successfully completing the general education curriculum at Imperial Valley College, students will have a broad understanding of mathematics, science, social science, humanities, and the arts. In addition, students will demonstrate ability to:

- Communicate effectively and analytically in writing, listening and speaking.
- Develop critical and constructive thinking for problem solving and value discrimination.
- Understand social interaction by learning of other cultures and times and the complex interrelationships of individuals and groups within their social environments.
- Develop the ability to adapt to new environments and technologies.
- Develop responsibility for individual actions and respect for diverse people and cultures.

Requirements for the Associate In Arts (AA-T) or Associate In Science for Transfer (AS-T)
California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

To view the most current list of Imperial Valley College Associate Degrees for Transfer and to find out which CSU campuses accept each degree, please go to http://www.sb1440.org/Home.aspx Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

Graduation from Imperial Valley College with one of the Associate degrees is based upon the completion of 60 units of lower division college work, including the requirements listed below. Effective for all students admitted to a community college for fall 2009 or thereafter, each course counted toward the unit requirement for the major or area of emphasis must be completed with a grade of "C" or better.

Certificates of Achievement

Certificates of Achievement are awarded to convey evidence that well-defined levels of proficiency have been attained in designated occupational fields. Certificate programs are available in some of the occupational areas for which the college offers the Associate Degree. To qualify for a certificate, a student must:

1. Complete all courses listed for a particular certificate;
2. Achieve a "C" grade or better in all courses used to complete the certificate;
3. Responsibility for filing a petition to receive a certificate rests with the student. This petition is to be filed with the Admissions and Records Office (see petition form for deadlines).

Career Technical Education (CTE)

Imperial Valley College has developed career programs which reflect employment opportunities of our county and region. Advisory committees work closely with the college to assure each student the best in education and real employment opportunities upon graduation.

In developing a major program, each student should plan on completing graduation requirements for the Associate in Arts or Associate in Science Degree. It is recommended that students should plan a broad educational background including general education courses.

It is most important that students consult with a counselor during their first semester in preparing programs to determine the appropriate sequence of courses. Further, it should be noted that the final responsibility for the selection of proper courses rests with the student.

Career Technical Education (CTE) Program for High School and Regional Occupational Program (ROP) Students
Imperial Valley College maintains faculty-approved formal course articulation agreements with Imperial Valley high schools and the Imperial Valley ROP (Regional Occupation Program). Courses with articulation agreements follow the California Career Statewide Pathways Templates in the areas of: Administration of Justice Allied Health Programs, Business, Automotive Technology, Building Construction Technology, Child Development, Computer Information Systems, Health Assistant and Welding.

Students who complete an articulated class offered through a partnering high school or ROP program, receive a qualifying grade in their course, and pass the IVC Credit-by-Exam for the subject area, will be eligible to receive college credit for the articulated corresponding Imperial Valley College class posted to their official transcript. Eligible students will work with the Applied Sciences Office at IVC for the awarding of college credit.

For specific articulation agreements please contact the Applied Sciences Office or the IVC Articulation Officer.

Apprenticeship Training Programs

Apprenticeship training programs provide the participant an opportunity for formal training, consisting of a balance between on-the-job training (OJT) and the related supplemental instruction (RSI) directly associated with the particular trade or industry. OJT is coordinated through the local employer sponsor. Related supplemental instruction is provided by Imperial Valley College. Refer to the Apprenticeship section of the catalog.

IMPERIAL VALLEY COLLEGE
CERTIFICATES AND ASSOCIATE DEGREES · 2012-2013 ACADEMIC YEAR

A.A.	A.S.	Cert	AA-T or AS-T	FIELDS OF STUDY
	X	X		Administration of Justice
	X	X		Agricultural Business Management
		X		Agricultural Crop Science
	X			Agricultural Science
	X	X		Air Conditioning and Refrigeration Technology
	X	X		Alcohol and Drug Studies
X				Anthropology
		X		Apprenticeship - Control Operator
	X	X		Apprenticeship - Electrician
	X	X		Apprenticeship - Generation Mechanic
		X		Apprenticeship - Hydro Operator
		X		Apprenticeship - Instrument Technician
	X	X		Apprenticeship - Meter Technician
	X			Apprenticeship - Power Lineman
	X	X		Apprenticeship - Relays Technician
	X	X		Apprenticeship - SCADA/Telecommunications Technician
	X			Apprenticeship - Substation-Electrician
		X		Apprenticeship - Telecommunications Technician
X				Art
	X	X		Automotive Technology
X				Behavioral Science
	X	X		Building Construction Technology
		X		Build Const Tech - Carpentry Specialization
		X		Build Const Tech - Concrete Masonry Specialization
		X		Build Const Tech - Project Management Specialization
	X	X		Business Accounting Technician
	X			Business Administration
	X			Business Administrative Assistant
	X	X		Business Financial Services
	X	X		Business Management
	X	X		Business Marketing
	X	X		Business Office Technician
		X		California State University General Education Breadth (CSU GE-B)
	X			Child Development
		X		Child Development - Administration Specialization
		X		Child Development - Associate Teacher
		X		Child Development - Infant/Toddler Specialization
		X		Child Development - School Age Specialization
	X	X		Cisco CCNA Discovery
X				Communication Arts
	X			Computer Information Systems
	X			Computer Science
	X	X		Correctional Science
		X		Court Services Specialist
	X	X		Dental Assistant

A.A.	A.S.	Cert	AA-T or AS-T	FIELDS OF STUDY
			AS-T	Early Childhood Education
	X	X		Electrical Technology
		X		Electrical Technology: Electrical Wiring Specialization
		X		Electrical Technology: Electronics Specialization
		X		Electrical Technology: Solar Energy Specialization
	X	X		Electrical Trades
	X			Emergency Medical Services
	X	X		Energy Efficiency Technology
X				English
	X	X		Fire Technology
		X		Firefighter I
X				French
	X			General Science
X				History
X		X		Human Relations
X				Humanities
		X		Intersegmental General Education Transfer Curriculum (IGETC)
	X			Journalism
X		X		Legal Assistant
X				Liberal Studies (General Option - Elem Teach Prep)
X				Liberal Studies (SDSU Option - Elem Teach Prep)
	X			Life Science
	X			Mathematics
		X		Medical Assistant
	X	X		Multimedia and Web Development
X				Music
	X			Nursing - R.N. (Associate Degree)
	X	X		Nursing - V.N. (Vocational)
	X			Pharmacy Technician
	X			Physical Education
	X			Physical Science
	X			Pre-Engineering
X				Psychology
X				Social Science
			AA-T	Sociology (Approved 10/23/11)
X				Spanish - Native Speaker
X				Spanish - Non-Native Speaker
X				University Studies
	X	X		Water Treatment Systems Technology
		X		Water Treatment Systems Technology, Wastewater Treatment Specialization
	X	X		Welding Technology

NOTE: At times some of the above listed majors and certificates become inactive. If you wish to earn a degree/certificate in any of the above, please check with your counselor to be sure you will be able to earn the desired degree/certificate.

GRADUATION REQUIREMENTS FOR IMPERIAL VALLEY COLLEGE
2012-2013 ACADEMIC YEAR

I. ASSOCIATE DEGREE OR AREA OF EMPHASIS - Select a Degree/Major
(See IVC Catalog or a Counselor) NOTE: Effective for all students admitted to a community college for Fall 2009 or thereafter, each course counted toward the unit requirement for the degree/major or area of emphasis must be completed with a grade of "C" or better.

II. UNITS, G.P.A., FINANCIAL OBLIGATIONS, AND RESIDENCE REQUIREMENTS
- A. Sixty (60) degree-applicable units
- B. G.P.A. of 2.0 or better for all degree-applicable college work
- C. Settlement of all financial obligations to the college.
- D. Forty-five (45) degree-applicable units in residence or last fifteen (15) degree-applicable units at IVC

III. INSTITUTIONAL REQUIREMENTS

- A. American Institutions
  Political Science 102
  AND
  One course selected from: History 120 OR History 121

- B. Health Education: Health Education 102 or Health Education 100 (Veterans Only)
- C. Physical Education 100 (2.0 Units) and One (1) Physical Education Activity Course (1.0 Unit)

IV. STATE COMPETENCY REQUIREMENTS

- A. Math Competency: A placement score of 7006 or 2006 or higher on the ACCUPLACER™ College Level Mathematics test or Mathematics 091 or 096 with a grade of "C" or higher or a higher level mathematics course with a grade of "C" or higher.
- B. Reading Competency: A placement score of 6010 or 3006 on the ACCUPLACER™ Reading test or English 101 (ENGL 101) with a grade of "C" or higher.

V. GENERAL EDUCATION REQUIREMENTS
A minimum of eighteen (18.0) semester units is required. To include a minimum of six (6.0) semester units in Area A (three [3.0] semester units for each part); a minimum of three (3.0) semester units from Area B; a minimum of three (3.0) semester units from Area C; and, a minimum of three (3.0) semester units in Area D. In Area E, three (3.0) semester units are to be selected from any of the four areas (A, B, C or D) as determined by student's option.

A.	LANGUAGE AND RATIONALITY			Units
1.	English Composition (3.0 semester/4.0 quarter units required with a grade of "C" or better)			
	ENGL	101	Reading & Composition	3.0
2.	Communication & Analytical Thinking			
	Units: 3.0 semester/4.0 quarter units required.			
	BUS	280	Business Communications	3.0
	CIS	101	Intro to Information Systems	3.0
	CIS	202	Programming in C++	3.0
	CIS	212	XHTML, CSS, and JAVASCRIPT	3.0
	CIS	214	PHP and MYSQL	3.0
	CS	170	Introduction to UNIX/LINUX	3.0
	CS	220	Intro to Obj-Orntd Prog JAVA	4.0
	CS	230	Interm Obj-Orntd Prog JAVA	4.0
	CS	280	Assembly Liang & Machine Org	4.0
	ENGL	111	Read IV: Anal & Crit Reading	3.0
	ENGL	201	Adv Composition	3.0
	ENGL	250	Creative Writing	3.0
	ENGL	270	Intro to Linguistics	3.0
	JRN	100	Intro to Journalism	3.0
	JRN	101	Multimedia News Writing & Reporting	3.0
	MATH	110	Number Systems in Elem Math	3.0
	MATH	112	Geometry in Elem Math	3.0
	MATH	119	Elementary Statistics	4.0
	MATH	122	Finite Mathematics	3.0
	MATH	140	Trigonometry	3.0
	MATH	150	College Algebra	4.0
	MATH	170	Intro Calculus w/Applications	4.0
	MATH	190	Pre-Calculus	5.0
	MATH	192	Calculus I	5.0
	PHIL	106	Logic	3.0
	SPCH	100	Oral Communication	3.0
	SPCH	120	Interpersonal Communication	3.0
	SPCH	160	Argumentation & Debate	3.0

B.	NATURAL SCIENCE			Units
	Units: 3.0 semester/4.0 quarter units required.			
	AG/ENVS	110	Environmental Science	3.0
	AG	120	Soil Science	3.0
	AG	140	Principles of Plant Science	4.0
	AG	170	Entomology	3.0
	ANTH	100	Physical Anthropology	3.0
	ASTR	100	Principles of Astronomy	3.0
	BIOL	090	Anat & Physio for Hlth Occu	3.0
	BIOL	100	Principles of Biological Sci	4.0
	BIOL	120	General Zoology I	4.0
	BIOL	122	General Zoology II	4.0
	BIOL	140	General Botany	3.0
	BIOL	150	Human Genetics	3.0
	BIOL	180	Gen Biol: Molecules/Cells/Genetics	4.0
	BIOL	182	Gen Biol: Prin of Organismal Biology	4.0
	BIOL	200	Human Anat & Physio I	4.0
	BIOL	202	Human Anat & Physio II	4.0
	BIOL	204	Human Anatomy	4.0
	BIOL	206	Human Physiology	4.0
	BIOL	220	General Microbiology	5.0
	CHEM	100	Intro to Chemistry	4.0
	CHEM	180	Intro to Gen, Organic & BioChem	5.0
	CHEM	200	Gen Inorganic Chemistry I	5.0
	ENVS/AG	110	Environmental Science	3.0
	GEOG	100	Physical Geography	3.0
	GEOL	100	General Geology	4.0
	GEOL	110	Earth & Space Science	3.0
	PHSC	110	Physical Science	3.0
	PHYS	200	General Physics I	5.0
	PSY	200	Biological Psychology	3.0

Continued on the Back

GRADUATION REQUIREMENTS FOR IMPERIAL VALLEY COLLEGE
2012-2013 ACADEMIC YEAR

C.	HUMANITIES			

Units: 3.0 semester/4.0 quarter units required.

	AMSL	100	American Sign Language 1	4.0
	AMSL	102	American Sign Language 2	4.0
	AMSL	200	American Sign Language 3	3.0
	ART	100	History of Art I	3.0
	ART	102	History of Art II	3.0
	ART	104	History & Apprec of Mod Art	3.0
	ART	106	Women Artists	3.0
	ENGL	102	Intro to Literature	3.0
	ENGL	220	Survey of American Lit I	3.0
	ENGL	221	Survey of American Lit II	3.0
	ENGL	222	Survey of World Literature	3.0
	ENGL	223	Survey of World Literature	3.0
	ENGL	224	Survey of English Literature	3.0
	ENGL	225	Survey of English Literature	3.0
	ENGL/HUM	228	Introduction to Mythology	3.0
	ENGL/HUM	230	Intro to Film History & Criticism	3.0
	FREN	100	Elementary French I	5.0
	FREN	110	Elementary French II	5.0
	FREN	201	Intermediate French I	5.0
	FREN	211	Intermediate French II	5.0
	FREN	230	Interm Conversational French	3.0
*	HIST	100	Early World History	3.0
*	HIST	101	Modern World History	3.0
*	HIST	110	Early Western Civilization	3.0
*	HIST	111	Modern Western Civilization	3.0
*	HIST	140	East Asian History	3.0
*	HIST	150	Survey of African History	3.0
*	HIST	160	Middle East from 600	3.0
	HUM	100	Intro to the Humanities	3.0
	HUM/ENGL	228	Introduction to Mythology	3.0
	HUM/ENGL	230	Intro to Film History & Criticism	3.0
✦	HUM/SPAN	262	Intro to Chicano/a Studies	3.0
	MUS	100	Intro to Music Foundations	3.0
	MUS	102	Intro to Music Lit & Listening	3.0
	MUS	104	Intro to 20th Century Music	3.0
	MUS	200	History & Literature of Music I	3.0
	MUS	202	History & Literature of Music II	3.0
	PHIL	100	Intro to Philosophy I	3.0
	PHIL	102	Intro to Philosophy II	3.0
	PHIL/RELS	104	Ethics	3.0
	RELS	100	Religions of the Modern World	3.0
	RELS/PHIL	104	Ethics	3.0
	SPAN	100	Elementary Spanish I	5.0
	SPAN	110	Elementary Spanish II	5.0
	SPAN	113	Beg Conv Span & Culture I	2.5
	SPAN	200	Intermediate Spanish I	5.0
	SPAN	210	Intermediate Spanish II	5.0
	SPAN	220	Bilingual Spanish I	5.0
	SPAN	221	Bilingual Spanish II	5.0
	SPAN	222	Bilingual Oral Spanish	3.0
	SPAN	225	Intro to Spanish American Lit	3.0
✦	SPAN/HUM	262	Intro to Chicano/a Studies	3.0
	THEA	100	Intro to Theatre	3.0

D.	SOCIAL AND BEHAVIORAL SCIENCES			

Units: 3.0 semester/4.0 quarter units required.

	AJ	100	Intro to the Admin of Justice	3.0
	AJ	106	Prin & Proc of the Justice Sys	3.0
	AG	160	Food & Fiber in a Chng World	3.0
	ADS/PSY	120	Intro to Counseling	3.0
✦	ADS/SOC	150	Sociology of Minority Groups	3.0
✦	AIS/ANTH	106	Indians of North America	3.0
✦	AIS/ANTH	108	Indians of the Southwest	3.0
	ANTH	102	Cultural Anthropology	3.0
✦	ANTH/AIS	106	Indians of North America	3.0
✦	ANTH/AIS	108	Indians of the Southwest	3.0
	ANTH	120	Introduction to Archaeology	3.0
	CDEV	103	Child, Family & Community	3.0
	CDEV/PSY	104	Child Growth & Development	3.0
	DSPS/EDUC	240	Understanding Exceptnl Student	3.0
	ECON	101	Intro to Micro Economics	3.0
	ECON	102	Intro to Macro Economics	3.0
	EDUC/DSPS	240	Understanding Exceptnl Student	3.0
	GEOG	102	Cultural Geography	3.0
	GEOG	106	World Regional Geography	3.0
*	HIST	100	Early World History	3.0
*	HIST	101	Modern World History	3.0
*	HIST	110	Early Western Civilization	3.0
*	HIST	111	Modern Western Civilization	3.0
*	HIST	120	United States to 1877	3.0
*	HIST	121	United States from 1877	3.0
	HIST/LAS	130	Early Latin America	3.0
	HIST/LAS	131	Modern Latin America	3.0
	HIST/LAS	132	History of Mexico	3.0
*	HIST	140	East Asian History	3.0
*	HIST	150	Survey of African History	3.0
*	HIST	160	Middle East from 600	3.0
	HIST	220	Women in American History	3.0
	HIST	222	History of California	3.0
	HIST	223	History of the American West	3.0
	LAS/HIST	130	Early Latin America	3.0
	LAS/HIST	131	Modern Latin America	3.0
	LAS/HIST	132	History of Mexico	3.0
	POLS	100	Intro to Political Science	3.0
	POLS	104	Comparative Politics	3.0
	POLS	106	Intro to International Relations	3.0
	PSY	101	Intro to Psychology	3.0
	PSY/CDEV	104	Child Growth & Development	3.0
	PSY/ADS	120	Intro to Counseling	3.0
	PSY	142	Psychology of Adjustment	3.0
	PSY	144	The Psych of Interpersonal Rel	3.0
	PSY	146	Psychology of Human Sexuality	3.0
	PSY	202	Learning	3.0
	PSY	204	Devel Psych: Concept to Death	3.0
	PSY/SOC	206	Social Psychology	3.0
	PSY	208	Abnormal Psychology	3.0
	SOC	101	Introductory Sociology	3.0
	SOC	102	Contemporary Social Problems	3.0
	SOC	110	Marriage & Family	3.0
✦	SOC/ADS	150	Sociology of Minority Groups	3.0
	SOC/PSY	206	Social Psychology	3.0
*	SPCH	120	Interpersonal Communication	3.0
	SPCH	150	Intercultural Communication	3.0

E.	ELECTIVE			

Units: 3.0 semester/4.0 quarter units required.

In Area E, three (3) units are to be selected from among the four areas (A, B, C and D) identified above as determined by the student's option.

✦   Ethnic Studies Course

*   Courses designated with an asterisk may be counted in one area only.

Appendix B: AP 4105— Distance Education

IMPERIAL COMMUNITY COLLEGE DISTRICT

AP 4105 Distance Education

Reference:
Title 5, Sections 55200 et seq.
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 C.F.R. § 602.17.

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

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

For the purpose of scheduling, Online, Hybrid, and Web-Enhanced classes at Imperial Valley College will be defined as follows:

- Online courses may have up to three face-to-face class meetings scheduled throughout the semester. They meet and complete assignments mostly over the Internet.
- Hybrid classes meet face-to-face more than three times. These courses are typically developmental classes, with some exceptions (e.g., Speech 100 or Biology 100).
- Web -Enhanced courses meet face-to-face but have supplemental online interaction.

<u>Course Approval</u>: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

<u>Certification</u>: When approving distance education courses, the Curriculum & Instruction Committee will certify the following:

<u>Course Quality Standards</u>: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

<u>Course Quality Determinations</u>: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum & Instruction Committee approval procedures.

<u>Instructor Contact</u>: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students.

<u>Duration of Approval</u>: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.
<u>Use of Etudes for Distance Education</u>: All distance education courses must utilize the Etudes course management system unless prior approval for alternative technologies is given by the faculty member's division chair, in consultation with the Chief Instruction Officer and the Distance Education Coordinator.

The following steps will be followed when developing and delivering online courses at Imperial Valley College:

1. Complete Etudes 101 (either online or face-to-face)
2. Obtain approval to develop an online or hybrid class from dean, division chair, and/or department chair
3. Sign up for Etudes 201 (one-semester long online development class taught by Instructional Media Designer)
4. Develop Etudes online addendum for approval through Curriculum and Instruction Committee (with the Distance Education Coordinator and Division Chair)
5. Complete Etudes 201 (final exam: evaluation of developed course)
6. Receive approval from DSP&S specialist that course content is Section 508-compliant

If a faculty member wishes to waive the Etudes 201 class requirement (step 5) he or she can present a completed online class to the DE Coordinator and the Instructional Media Designer for evaluation. If the course passes their evaluation, then the instructor can offer the course. The instructor would also need approval from the dean, division chair, and/or department chair prior to teaching the online course.

Appendix C: Distance Education Committee Position Papers 2009-2010

Distance Education Committee
Position Papers
2009-2010

Table of Contents

Committee: DE Committee
Committee Topic: Course Load

Distance Education Course Load

Statement of Current Policy
- 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. (CCA/CTA/NEA Agreement 15.11)
- Faculty who teach four and five credit courses are limited to one DE course, whereas faculty teaching three credit courses may teach two DE courses per term.

DE Committee Involvement and Previous Actions
- DE course demand has increased steadily since the first online courses were offered in 2005.
- ACCESO researched and surveyed faculty opinions in Spring and Summer 2009.
- The DE Committee reviewed the results of the surveys and discussed the item on June 3, 2009, September 17, 2009, and October 15, 2009.

DE Committee Position
- In order to increase class availability and meet student demand, the available DE course load limit for faculty should be increased.
- DE committee recommends increasing the allowable DE course load for faculty. However, the limit should not be eliminated entirely. It is believed that eliminating the limit would allow some faculty to teach fully online, and before that can happen many other issues need to be addressed concerning committee work, office hours, etc.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

The faculty's DE course load should be set at 67% of contract load (three [3] courses or ten [10] units, whichever is less) in any given fall or spring semester.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on November 5, 2009.

Signature of Chair

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Committee: DE Committee
Committee Topic: Online Course Enrollment Limits

Online Course Enrollment Limits

Statement of Current IVC Policy
- The enrollment limit of an online course is equal to its face-to-face counterpart.
- There are varying enrollment limits for online courses, ranging from 20 to 40 students.

DE Committee Involvement and Previous Actions
- The DE Committee discussed online course enrollment limits on October 15, 2009, and again on November 5, 2009.
- The DE Committee recognizes that online courses often need more preparation and personal interaction for student success than their face-to-face counterparts.
- The DE Committee acknowledges that most research in the area of online course enrollment recommends course sizes in a range of 15 to 25 students.

DE Committee Position
- The DE Committee acknowledges that course time requirements for preparation, course management and effective communication are often greater in online courses than in their face-to-face counterparts.
- The DE Committee agrees that online courses and their face-to-face counterparts should be examined independently to determine the optimum enrollment limits for quality education.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

Enrollment limits for online courses should be established independently from their face-to-face counterparts, ensuring optimum enrollment for quality education.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on November 19, 2009.

Signature of Chair

Committee: DE Committee
Committee Topic: Online Office Hours

Online Office Hours

Statement of Current Policy
- Currently, faculty members are required to hold five (5) hours of office hours each semester.
- According to the current CTA contract, faculty teaching online/hybrid classes can hold one of those five office hours online.

DE Committee Involvement and Previous Actions
- The DE Committee discussed this issue at the October 15, 2009, and the November 5, 2009, meetings.

DE Committee Position
- The Committee believes that the online office hour limit should be in proportion to the number of online/hybrid classes a given instructor teaches as part of their regular course load.
- In other words, instructors teaching two online classes (six units, or 2/5ths of a full load) should be allowed to hold two of the five office hours online.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

The online office hour limit should be revised to allow faculty members to hold office hours online in proportion to the number of online/hybrid classes that they teach.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on November 19, 2009.

Signature of Chair

Evaluation of Online or Hybrid Faculty as Part of the Tenure Process

Statement of Current Policy
- According to section 10.7 of the current Agreement between the CTA and the District:

> 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 this agreement.

DE Committee Involvement and Previous Actions
- The DE Committee discussed this issue on February 25, 2010

DE Committee Position
- Online/hybrid courses taught at IVC need to be part of the regular tenure review process for all online instructors.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

The language in 10.7 should be changed to indicate that online course evaluation **should** (not may) take place for those teaching online/hybrid classes. Further, the evaluation of online/hybrid classes should also extend to the post-tenure review process.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on March 4, 2010.

Signature of Chair

Stipend for DE Development

Statement of Current Policy

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.

DE Committee Involvement and Previous Actions

- The DE Committee discussed this issue on February 25, 2010

DE Committee Position

- Compensation is an important issue for IVC, not only because of the financial problems throughout the state and the nation but also because the ACCESO Project, which funded all DE development stipends, will end in June 2010.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

In order to increase our online course offerings and to encourage teachers to develop new online courses, we recommend compensation of some sort. However, alternate forms of compensation would be acceptable if they were deemed valid and mutually agreed upon.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on March 4, 2010.

Signature of Chair

Intellectual Property Rights for DE

Statement of Current Policy

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 Committee Involvement and Previous Actions
- The DE Committee discussed this issue on February 25, 2010

DE Committee Position
- Intellectual property is a key issue for online programs throughout the United States.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

The current language should be modified to indicate that an online instructor is only required to turn in his/her course materials to the DE office once (after the course has been taught for the first time).

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on March 4, 2010.

Signature of Chair

Committee: DE Committee
Committee Topic: Sick Leave and DE

Sick Leave and DE

Statement of Current Policy
- 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."

DE Committee Involvement and Previous Actions
- The DE Committee discussed this issue on February 25, 2010

DE Committee Position
- It is important to ensure that online/hybrid instructors are treated the same was as other instructors.
- Set forth DE Committee's position statement:

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

The language in the current agreement should remain intact.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on March 4, 2010.

Signature of Chair

Right of First Refusal

Statement of Current Policy
- Currently, classes are selected by full-time faculty members within a division based upon seniority or a method agreed upon "through the collegial participation of all effected unit members" (15.15).
- As a result, faculty members who develop an online/hybrid course may not be able to teach that course.

DE Committee Involvement and Previous Actions
- This issue was discussed at the November 19, 2009, the February 18, 2010, and the February 25, 2010, meetings of the DE Committee.

DE Committee Position
- This is a central issue for DE faculty because many would not take the time to develop an online class if they were not guaranteed the ability to teach that class.

IT IS THE POSITION OF THE DISTANCE EDUCATION COMMITTEE that the best practice for Imperial Valley College is as follows:

If a faculty member develops an online course through the IVC's agreed-upon process spelled out in AP 4021, then the faculty member has the right of first refusal to teach the course in question, regardless of the member's seniority status. This would apply only to the first person to develop and deliver an online version of the course in question.

NOTE: It is acknowledged that all matters pertaining to hours, wages, and working conditions must be negotiated between the District and Union. The position of the DE Committee is provided to assist in the development of best practices for Imperial Valley College and in no way attempts to bypass the process of collective bargaining.

CERTIFICATION

I hereby certify that the above position statement was approved by the DE Committee on March 4, 2010.

Signature of Chair

Appendix D: Distance Education Addendum to Course Outline of Record

DEPARTMENT: _____   COURSE NO.: _____
TITLE: _____

ORIGINATOR: _____   DATE: _____
DIVISION: _____   EFFCT CAT YR: _____ | **HOURS** |
EXISTING COURSE: YES   NO   NEW COURSE: YES NO   LECTURE _____
CLASS SIZE LIMIT: _____   UNITS: _____   LAB _____

MODE OF DISTANCE EDUCATION

_____ HYBRID   _____ INSTRUCTIONAL TV   _____ OTHER (IDENTIFY):
_____ ONLINE   _____ E-CONFERENCE   _____

TITLE 5 - CALIFORNIA CODE OF EDUCATION REGULATIONS

55372 Course Quality Standards: "The same standard of course quality shall be applied to distance education as are applied to traditional classroom courses. In regard to the course quality judgment made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process."

55376 Instructor Contact: "All approved courses offered as distance education shall include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities."

55378 Curriculum Review: "Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered."

ADDRESS THE FOLLOWING QUESTIONS:

1. **JUSTIFICATION/NEED** *(Briefly explain how students benefit by providing this course using distance education technology?):*

2. **COURSE OBJECTIVES (MEASURABLE) AND MINIMUM STANDARDS FOR GRADE OF "C"**
   Course objectives and minimum standards for a grade of "C" will remain the same as identified on the official course outline of record.

3. **METHODS OF INSTRUCTION (Instructor/Student Contact):**

   Please identify your "Instructional Methodology" from the "Course Outline of Records" in to the section below for the standard course. Then please continue and identify the Asynchronous and Synchronous methods you plan to use in your DE course.

   Instructional Methodology - Standard Course (Check all that apply):
   _____ Audio Visual   _____ Discussion
   _____ Case Study   _____ Group Activity
   _____ Computer Assisted Instruction   _____ Individual Simulation/Assistance
   _____ Demonstration   _____ Lab Activity
   _____ Other - Specify: _____   _____ Lecture

   Asynchronous Communication - Distance Education Course (Check Off All That Apply)
   _____ Course Management System (CMS) Discussion Boards   _____ Fax
   _____ Discussion Area/Bulletin Board   _____ Frequently Asked Questions
   _____ Email   _____ List Servers
   _____ Other - Specify: _____   _____ Newsgroup

   Synchronous Communication - Distance Education Course (Check Off All That Apply)
   _____ Chat Room   _____ Instant Messenger
   _____ Face-to-Face Meeting   _____ Orientation Sessions
   _____ Group Meetings   _____ Telephone Sessions
   _____ Other - Specify: _____

3. **METHODS OF INSTRUCTION (Instructor/Student Contact):**   *(CONTINUED)*

Specify any adaptations in instructional methodology resulting from offering this course in the distance learning mode you have selected (online or hybrid), as opposed to the face-to-face mode assumed by the current course outline.

4. METHODS OF EVALUATION *(Address those methods which are changed because of the online mode.):*
Please describe how you will evaluate students.

Identify your methods of evaluation from the course outline into the space below and describe how the evaluation methods in the course outline will be adapted for use in the online environment.

Examples of online methods of evaluation: Essays and research papers submitted via email attachments; open-book essay and short answer exam questions submitted via email; timed quizzes and tests using the CMS; projects submitted via attachments in the CMS discussion forum; online discussion participation (pairs, groups, whole class); proctored exams.

Method of Evaluation - Standard Course (Check all that Apply):	Describe Adaptation(s) for Online Environment:
___ Class Activity	
___ Essay	
___ Exams	
___ Final Exam	
___ Homework	
___ Problem Solving Exercise(s)	
___ Objective	
___ Oral Assignments	
___ Quizzes	
___ Skill Demonstration	
___ Written Assignments	
___ Other - Specify: _____	

5. ACCESSIBILITY ISSUES (Explain how students with disabilities will be accommodated.):

Accessibility: Title V, Code of Regulations, Section 55370 et seq. expressly states that the requirements of the Americans with Disabilities Act are applicable to distance education courses.

Web site course material will be developed according to current accessibility standards. Students needing accommodations related to their specific disability should contact Disabled Student Programs and Services (DSPS) to arrange for appropriate accommodations. T. Ceasar 09/07/06

6. TECHNICAL SUPPORT *(Explain how any equipment/staff currently not provided will be obtained.):*
What equipment and staff are necessary to support the course (for students and faculty)? Is it already available?

7. Is there a materials fee for the face-to-face course? _____ Yes or No
If yes, is the online section exempt? _____ Yes or No

If yes, explain about the need for the materials fee.

8. ADDITIONAL RESOURCES *(Explain what additional resources are needed and what the plan is to obtain said resources.):*
Are additional resources/or secretarial support needed or anticipated to teach by distance learning?

9. STUDENT SERVICES
Please describe how you will provide students with access to counseling and financial aid services.

Students may access counselors and financial aid assistance when on campus for counseling and testing sessions. Email (gloria.carmona@imperial.edu) and phone (760-355-6138) assistance are also available. V. Jaime, Vice President, Student Services 03/03

10. OTHER
Any additional comments or notes that are relevant to the course.

DISTANCE LEARNING COURSE OUTLINE ADDENDUM
SIGNATURE PAGE

INITIATOR

_____   _____   _____
Name (Please Print)   Signature   Date

TECHNICAL REVIEW - CURRICULUM SUBCOMMITTEE

_____   _____   _____
Name (Please Print)   Signature   Date

NOTES/COMMENTS: _____

_____

☐ Not Applicable   ☐ Approved   ☐ Disapproved   ☐ Return for Additional Information

ACCESSIBILITY REVIEW - DSPS DIRECTOR

_____   _____   _____
Name (Please Print)   Signature   Date

NOTES/COMMENTS: _____

_____

☐ Approved   ☐ Disapproved   ☐ Return for Additional Information

DEPARTMENT — FULL-TIME FACULTY DESIGNEE OR COORDINATOR AUTHORIZATION

_____   _____   _____
Name (Please Print)   Signature   Date

NOTES/COMMENTS: _____

☐ Not Applicable   ☐ Approved   ☐ Disapproved   ☐ Return for Additional Information

DIVISION AUTHORIZATION

_____   _____   _____
Name (Please Print)   Signature   Date

NOTES/COMMENTS: _____

_____

☐ Not Applicable   ☐ Approved   ☐ Disapproved   ☐ Return for Additional Information

CURRICULUM COMMITTEE (Faculty Co-Chair)

_____   _____   _____
Name (Please Print)   Signature   Date

☐ Approved   ☐ Disapproved

VICE PRESIDENT OF INSTRUCTION

_____   _____   _____
Name (Please Print)   Signature   Date

☐ Approved   ☐ Disapproved

REFERENCE. DstEducCrOrLnAddndmForm.xls SignSht 091106.col

Appendix E: Success and Completion Rates: Online vs. Face-to-Face Classes

Imperial Valley College
Success Rate and Completion Rate
Online vs. face-to-face Classess

Term	Course	Success Rate			Retention Rate		
		F to F	Online	Dif. In %	F to F	Online	Dif. In %
200920	AG110	66.70%	50.00%	-16.7%	93.30%	100.00%	6.7%
200720	AHP100	62.5%	32.0%	-30.5%	77.5%	64.0%	-13.5%
200810	AHP100	61.5%	54.8%	-6.7%	79.5%	74.2%	-5.3%
200820	AHP100	71.4%	47.5%	-24.0%	85.7%	69.5%	-16.2%
200910	AHP100	65.2%	53.2%	-12.0%	84.8%	72.7%	-12.1%
200920	AHP100	63.8%	42.1%	-21.7%	82.8%	63.2%	-19.6%
201010	AHP100	51.1%	54.8%	3.7%	76.1%	83.3%	7.2%
201020	AHP100	64.6%	67.7%	3.1%	79.7%	81.5%	1.8%
201110	AHP100	62.9%	72.6%	9.7%	80.0%	87.4%	7.4%
200820	AJ100	58.8%	38.7%	-20.1%	86.3%	71.0%	-15.3%
200910	AJ100	56.2%	55.9%	-0.3%	86.5%	88.2%	1.7%
200920	AJ100	59.8%	58.6%	-1.2%	86.4%	79.3%	-7.1%
201010	AJ100	63.6%	44.4%	-19.2%	89.2%	83.3%	-5.9%
201020	AJ100	55.9%	60.0%	4.1%	83.9%	83.3%	-0.6%
201110	AJ100	65.0%	46.9%	-18.1%	89.8%	90.6%	0.8%
200920	AJ102	53.8%	47.8%	-6.0%	86.2%	87.0%	0.8%
201010	AJ102	67.7%	51.9%	-15.8%	84.6%	70.4%	-14.2%
201020	AJ102	51.7%	50.0%	-1.7%	80.0%	73.3%	-6.7%
201110	AJ102	55.7%	53.3%	-2.4%	86.9%	80.0%	-6.9%
201110	AJ106	86.4%	60.0%	-26.4%	95.1%	96.0%	0.9%
201020	AJ120	66.7%	48.1%	-18.6%	88.4%	77.8%	-10.6%
201110	AJ120	87.7%	36.0%	-51.7%	94.5%	60.0%	-34.5%
200820	AMSL100	74.3%	20.0%	-54.3%	82.9%	72.0%	-10.9%
200820	ART100	81.8%	55.6%	-26.3%	90.0%	61.1%	-28.9%
200910	ART100	82.3%	55.0%	-27.3%	90.3%	72.5%	-17.8%
200920	ART100	85.5%	56.2%	-29.3%	95.7%	73.0%	-22.7%
201010	ART100	90.7%	64.6%	-26.1%	100.0%	82.9%	-17.1%
201020	ART100	93.4%	71.2%	-22.2%	98.7%	91.8%	-6.9%
201110	ART100	88.2%	65.6%	-22.6%	98.7%	91.4%	-7.3%
200620	ART102	79.3%	61.2%	-18.1%	89.7%	61.2%	-28.4%
200710	ART102	85.8%	72.2%	-13.6%	88.1%	76.4%	-11.7%
200720	ART102	74.7%	68.9%	-5.8%	89.5%	75.7%	-13.8%
200810	ART102	71.9%	55.3%	-16.7%	83.0%	72.4%	-10.7%
200820	ART102	85.5%	50.0%	-35.5%	94.9%	65.7%	-29.2%
200910	ART102	87.0%	79.7%	-7.3%	96.0%	83.8%	-12.2%

200920	ART102	76.8%	70.4%	-6.4%	88.4%	88.7%	0.3%
201010	ART102	74.0%	75.3%	1.3%	89.3%	82.8%	-6.5%
201020	ART102	79.5%	71.8%	-7.7%	90.6%	77.6%	-13.0%
201110	ART102	82.9%	67.4%	-15.5%	95.2%	79.3%	-15.9%
200910	ART104		63.0%			85.2%	
200920	ART104		60.0%			72.7%	
201010	ART104		56.3%			82.8%	
201020	ART104		54.3%			81.4%	
201110	ART104		49.3%			88.0%	
200920	BIOL100	77.0%	88.9%	11.9%	89.1%	88.9%	-0.2%
201010	BIOL100	75.7%	60.9%	-14.8%	89.1%	82.6%	-6.5%
201020	BIOL100	78.2%	69.2%	-9.0%	89.8%	100.0%	10.2%
201110	BIOL100	86.9%	57.1%	-29.8%	92.2%	90.5%	-1.7%
201010	BUS132		57.6%			66.7%	
201110	BUS132		59.4%			75.0%	
201020	BUS144		53.1%			62.5%	
200910	CDEV104	93.1%	80.6%	-12.5%	96.6%	91.7%	-4.9%
200920	CDEV104	88.5%	60.9%	-27.6%	92.3%	73.9%	-18.4%
201010	CDEV104	84.0%	53.8%	-30.2%	96.0%	76.9%	-19.1%
201020	CDEV104	86.5%	71.0%	-15.5%	100.0%	83.9%	-16.1%
201110	CDEV104	64.3%	66.0%	1.7%	89.3%	96.0%	6.7%
200820	CFCS106	87.5%	60.0%	-27.5%	87.5%	68.0%	-19.5%
200620	CIS050		48.4%			75.0%	
200710	CIS050		81.0%			90.5%	
200720	CIS050		62.5%			89.6%	
200810	CIS050		51.5%			67.6%	
200820	CIS050		76.3%			97.4%	
200910	CIS050		80.6%			90.3%	
200920	CIS050		48.7%			84.6%	
201010	CIS050		55.6%			86.1%	
201020	CIS050		67.7%			96.8%	
201110	CIS050		77.8%			96.3%	
200620	CIS101	58.8%	44.4%	-14.4%	80.2%	62.2%	-18.0%
200710	CIS101	53.2%	32.4%	-20.9%	75.4%	57.4%	-18.1%
200720	CIS101	60.9%	31.5%	-29.4%	82.8%	49.3%	-33.4%
200810	CIS101	67.3%	52.0%	-15.3%	81.0%	62.7%	-18.3%
200820	CIS101	57.7%	34.8%	-22.8%	80.6%	62.1%	-18.5%
200910	CIS101	63.3%	42.7%	-20.6%	81.2%	65.9%	-15.3%
200920	CIS101	61.5%	41.2%	-20.3%	78.0%	58.8%	-19.2%
201010	CIS101	61.6%	51.5%	-10.1%	84.7%	75.7%	-9.0%
201020	CIS101	65.4%	44.8%	-20.6%	84.9%	67.8%	-17.1%
201110	CIS101	57.3%	45.1%	-12.2%	90.4%	74.5%	-15.9%

200620	CIS104		29.6%			70.4%	
200720	CIS104		11.1%			55.6%	
200820	CIS104		29.2%			54.2%	
200920	CIS104		36.4%			59.1%	
201110	CIS120	76.2%	56.7%	-19.5%	95.2%	83.3%	-11.9%
201110	CIS121	73.9%	34.1%	-39.8%	91.3%	88.6%	-2.7%
201110	CIS124	78.7%	70.3%	-8.4%	91.8%	89.2%	-2.6%
201110	CIS125	70.0%	34.1%	-35.9%	90.0%	77.3%	-12.7%
201110	COUN100	69.9%	40.0%	-29.9%	86.3%	80.0%	-6.3%
200920	CSI102	33.3%	0.0%	-33.3%	66.7%	50.0%	-16.7%
201010	CSI102	42.9%	72.7%	29.8%	85.7%	81.8%	-3.9%
201020	CSI102		20.0%			40.0%	
201110	CSI102		50.0%			100.0%	
201020	CSI120	85.7%	55.6%	-30.1%	85.7%	77.8%	-7.9%
201110	CSI120	33.3%	75.0%	41.7%	33.3%	100.0%	66.7%
200620	ENGL088	50.2%	26.1%	-24.1%	71.0%	73.9%	2.9%
200710	ENGL088	64.3%	20.0%	-44.3%	79.0%	66.7%	-12.3%
200610	ENGL089	63.2%	34.6%	-28.5%	77.4%	73.1%	-4.3%
200620	ENGL089	52.3%	30.8%	-21.5%	74.3%	61.5%	-12.7%
200720	ENGL089	50.9%	20.0%	-30.9%	71.0%	47.5%	-23.5%
200810	ENGL089	53.2%	47.1%	-6.1%	74.1%	82.4%	8.3%
200820	ENGL089	54.7%	31.6%	-23.2%	66.8%	60.5%	-6.2%
200910	ENGL089	55.5%	16.4%	-39.1%	71.1%	55.7%	-15.4%
200920	ENGL089	56.9%	24.6%	-32.3%	68.4%	31.6%	-36.8%
201110	ENGL089	68.6%	48.1%	-20.5%	80.9%	74.1%	-6.8%
200620	ENGL093	72.8%	33.3%	-39.5%	81.0%	33.3%	-47.6%
200910	ENGL098	56.5%	35.7%	-20.8%	78.7%	67.9%	-10.8%
200920	ENGL098	59.6%	48.1%	-11.5%	82.5%	74.1%	-8.4%
201010	ENGL098	60.9%	45.2%	-15.7%	85.5%	64.5%	-21.0%
201020	ENGL098	64.6%	40.7%	-23.9%	77.3%	70.4%	-6.9%
201110	ENGL098	50.3%	37.5%	-12.8%	73.3%	79.2%	5.9%
201010	ENGL099	43.4%	45.6%	2.2%	68.3%	54.4%	-13.9%
201020	ENGL099	45.7%	41.5%	-4.2%	82.5%	52.8%	-29.7%
201110	ENGL099	40.3%	31.7%	-8.6%	78.9%	63.3%	-15.6%
200910	ENGL100	31.3%	33.9%	2.6%	64.4%	49.2%	-15.2%
200920	ENGL100	30.3%	35.1%	4.8%	55.3%	42.1%	-13.2%

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200620	ENGL101	47.8%	51.5%	3.7%	65.0%	74.2%	9.2%
200710	ENGL101	46.4%	33.3%	-13.1%	63.1%	60.3%	-2.8%
200720	ENGL101	49.5%	30.2%	-19.2%	62.2%	53.5%	-8.7%
200810	ENGL101	52.3%	51.3%	-0.9%	64.7%	69.7%	5.0%
200820	ENGL101	41.6%	40.6%	-1.0%	57.0%	59.4%	2.4%
200910	ENGL101	36.7%	44.3%	7.6%	58.2%	70.9%	12.7%
200920	ENGL101	37.4%	38.7%	1.3%	62.1%	58.7%	-3.4%
201010	ENGL101	39.8%	50.0%	10.2%	58.8%	65.4%	6.6%
201020	ENGL101	58.9%	52.7%	-6.2%	71.1%	72.0%	0.9%
201110	ENGL101	54.0%	42.3%	-11.7%	72.9%	62.2%	-10.7%
200920	ENGL102	54.3%	33.3%	-21.0%	58.7%	52.4%	-6 3%
201010	ENGL102	64.5%	40.0%	-24.5%	90.3%	65.0%	-25.3%
201020	ENGL102	57.8%	53.8%	-4.0%	71.1%	76.9%	5.8%
201110	ENGL102	70.7%	52.6%	-18.1%	82.9%	73.7%	-9.2%
200720	ENGL111	88.1%	34.8%	-53.4%	89.8%	47.8%	-42.0%
200810	ENGL111	70.8%	37.5%	-33.3%	76.4%	79.2%	2.8%
200820	ENGL111	65.3%	20.0%	-45.3%	78.7%	26.7%	-52.0%
200910	ENGL111	67.7%	27.3%	-40.4%	79.0%	31.8%	-47.2%
200920	ENGL111	59.5%	18.8%	-40.7%	70.3%	43.8%	-26.5%
201010	ENGL111	58.3%	32.0%	-26.3%	75.0%	56.0%	-19.0%
201020	ENGL111	100.0%	33.3%	-66.7%	100.0%	58.3%	-41.7%
201110	ENGL111	75.0%	15.8%	-59.2%	80.6%	42.1%	-38.5%
200720	ENGL201	65.4%	53.8%	-11.5%	71.8%	57.7%	-14.1%
200810	ENGL201	56.3%	35.7%	-20.6%	62.0%	57.1%	-4.8%
200820	ENGL201	56.5%	40.7%	-15.8%	65.2%	44.4%	-20.8%
200910	ENGL201	59.3%	55.6%	-3.7%	64.4%	61.1%	-3.3%
200920	ENGL201	60.8%	65.0%	4.2%	66.7%	90.0%	23.3%
201010	ENGL201	41.5%	48.1%	6.6%	64.2%	51.9%	-12.3%
201020	ENGL201	40.0%	71.4%	31.4%	52.9%	78.6%	25.7%
201110	ENGL201	55.7%	61.5%	5.8%	65.8%	65.4%	-0.4%
200920	ENVS110	62.4%	77.1%	14.7%	87.3%	85.7%	-1.6%
201010	FIRE100		26.0%			64.0%	
201020	FIRE100		23.5%			70.6%	
201110	FIRE100		37.0%			48.1%	
201020	FIRE101		35.3%			67.6%	
201110	FIRE101		33.3%			42.4%	
201020	FIRE102		46.2%			73.1%	
201110	FIRE102		30.8%			73.1%	
201010	FIRE103		44.4%			83.3%	
201020	FIRE103		26.7%			86.7%	
201110	FIRE103		36.4%			90.9%	

4

201010	FIRE104	57.1%	27.8%	-29.3%	100.0%	61.1%	-38.9%
201020	FIRE104		37.5%			81.3%	
201110	FIRE104		34.6%			76.9%	
201010	FIRE108		54.2%			83.3%	
201020	FIRE108		45.5%			72.7%	
201110	FIRE108		40.0%			100.0%	
200610	FREN100	37.5%	18.7%	-20.8%	56.3%	44.4%	-11.8%
200610	FREN110	57.1%	0.0%	-57.1%	57.1%	20.0%	-37.1%
200620	FREN110	69.2%	60.0%	-9.2%	84.6%	60.0%	-24.6%
200920	GEOG108	86.1%	43.9%	-42.2%	91.7%	78.0%	-13.7%
200720	GEOL110	55.8%	53.8%	-1.9%	72.6%	87.2%	14.5%
200810	GEOL110	68.9%	50.0%	-18.9%	85.4%	71.4%	-14.0%
200820	GEOL110	63.2%	34.4%	-28.8%	85.8%	54.1%	-31.8%
200910	GEOL110	60.2%	40.8%	-19.4%	86.1%	50.7%	-35.4%
200920	GEOL110	76.0%	36.8%	-39.2%	91.3%	73.5%	-17.8%
201010	GEOL110	81.0%	32.4%	-48.6%	96.4%	64.8%	-31.6%
201020	GEOL110	73.2%	22.9%	-50.3%	91.8%	55.7%	-36.1%
201110	GEOL110	53.5%	30.6%	-22.9%	83.7%	66.7%	-17.0%
200620	HE102	63.0%	55.8%	-7.2%	84.9%	69.2%	-15.7%
200710	HE102	73.6%	50.0%	-23.6%	88.2%	60.9%	-27.3%
200720	HE102	61.8%	44.1%	-17.7%	77.9%	58.8%	-19.1%
200810	HE102	71.2%	63.9%	-7.3%	84.3%	77.0%	-7.2%
200820	HE102	70.7%	54.9%	-15.8%	85.7%	59.2%	-26.5%
200910	HE102	77.5%	49.5%	-28.0%	89.4%	67.7%	-21.7%
200920	HE102	69.6%	53.1%	-16.5%	84.4%	61.7%	-22.7%
201020	HE102	72.9%	34.6%	-38.3%	87.0%	56.4%	-30.6%
200620	HIST120	42.7%	46.2%	3.5%	68.4%	65.4%	-3.0%
200710	HIST120	46.3%	42.9%	-3.4%	72.5%	54.3%	-18.2%
200720	HIST120	45.6%	53.3%	7.7%	68.7%	60.0%	-8.7%
200810	HIST120	53.1%	51.4%	-1.7%	71.6%	57.1%	-14.4%
200820	HIST120	49.6%	37.9%	-11.7%	72.5%	44.8%	-27.7%
200910	HIST120	57.4%	40.0%	-17.4%	77.2%	54.3%	-22.9%
200920	HIST120	53.3%	37.9%	-15.4%	74.8%	62.1%	-12.7%
201010	HIST120	51.3%	50.0%	-1.3%	72.7%	62.5%	-10.2%
201020	HIST120	49.7%	45.8%	-3.9%	73.6%	66.7%	-6.9%
201110	HIST120	55.2%	44.4%	-10.8%	81.0%	66.7%	-14.3%
200710	HIST121	58.6%	43.3%	-15.3%	81.9%	53.3%	-28.5%
200720	HIST121	49.1%	44.7%	-4.4%	77.2%	50.0%	-27.2%
200810	HIST121	55.2%	48.3%	-6.9%	79.7%	58.6%	-21.1%
200820	HIST121	59.8%	54.5%	-5.3%	78.9%	69.7%	-9.3%
200910	HIST121	53.0%	44.8%	-8.2%	74.8%	89.0%	-5.8%

200920	HIST121	49.3%	44.8%	-4.5%	72.0%	53.4%	-18.6%
201010	HIST121	56.1%	48.3%	-7.8%	80.2%	62.1%	-18.1%
201020	HIST121	54.0%	50.0%	-4.0%	78.5%	63.3%	-15.2%
201110	HIST121	57.5%	55.2%	-2.3%	87.4%	72.4%	-15.0%
200710	LBRY152		50.0%			58.3%	
200820	LBRY152		62.5%			62.5%	
200620	LBRY156		66.7%			66.7%	
200810	LBRY156		90.9%			90.9%	
200910	LBRY156		69.2%			69.2%	
200610	MATH080	40.6%	22.2%	-18.4%	68.7%	44.4%	-24.2%
200820	MATH080	41.2%	25.0%	-16.2%	64.0%	41.7%	-22.4%
200910	MATH080	59.2%	36.0%	-23.2%	82.8%	68.0%	-14.8%
200920	MATH080	53.0%	36.8%	-16.2%	71.3%	73.7%	2.4%
201010	MATH080	57.4%	25.0%	-32.4%	83.6%	54.2%	-29.4%
201020	MATH080	53.8%	38.5%	-15.3%	82.3%	69.2%	-13.1%
201110	MATH080	47.5%	34.5%	-13.0%	82.8%	55.2%	-27.6%
200610	MATH090	44.1%	47.5%	3.4%	71.6%	80.0%	8.4%
200620	MATH090	34.6%	5.4%	-29.2%	61.9%	13.5%	-48.4%
200710	MATH090	36.4%	14.0%	-22.4%	68.1%	25.6%	-42.5%
200720	MATH090	35.5%	12.9%	-22.6%	55.0%	25.8%	-29.2%
200810	MATH090	35.0%	16.7%	-18.3%	62.6%	23.3%	-39.3%
200820	MATH090	34.7%	33.3%	-1.4%	55.3%	33.3%	-22.0%
200910	MATH090	41.7%	33.3%	-8.4%	73.1%	47.2%	-25.9%
200920	MATH090	33.6%	23.3%	-10.3%	65.6%	37.2%	-28.4%
201010	MATH090	43.0%	15.6%	-27.4%	75.5%	46.9%	-28.6%
201020	MATH090	42.9%	35.1%	-7.8%	72.0%	56.8%	-15.2%
201110	MATH090	49.0%	30.6%	-18.4%	82.8%	52.8%	-30.0%
200620	MATH110	72.1%	52.2%	-19.9%	90.7%	60.9%	-29.8%
200710	MATH110	92.0%	42.9%	-49.1%	92.0%	42.9%	-49.1%
200720	MATH110	90.0%	51.5%	-38.5%	90.0%	57.6%	-32.4%
200810	MATH110	64.9%	38.1%	-26.8%	91.9%	66.7%	-25.2%
200820	MATH110	82.9%	70.0%	-12.9%	94.3%	70.0%	-24.3%
200910	MATH110	72.2%	55.0%	-17.2%	83.3%	90.0%	6.7%
200920	MATH110	67.5%	69.2%	1.7%	95.0%	84.6%	-10.4%
201010	MATH110	75.8%	57.1%	-18.7%	87.9%	57.1%	-30.8%
201020	MATH110	72.2%	48.0%	-24.2%	94.4%	72.0%	-22.4%
201110	MATH110	75.7%	64.0%	-11.7%	97.3%	72.0%	-25.3%
200920	MATH119	63.8%	40.0%	-23.8%	81.0%	56.0%	-25.0%
201010	MATH119	51.9%	64.3%	12.4%	75.9%	75.0%	-0.9%
201020	MATH119	67.5%	65.7%	-1.8%	87.3%	71.4%	-15.9%
201110	MATH119	56.4%	66.7%	10.3%	80.0%	73.3%	-6.7%
200620	MATH120	55.2%	19.2%	-35.9%	72.5%	42.3%	-30.2%
200710	MATH120	49.3%	21.4%	-27.8%	63.0%	42.9%	-20.1%

200720	MATH120	46.2%	40.9%	-5.3%	61.6%	50.0%	-11.6%
200810	MATH120	52.8%	31.6%	-21.2%	67.9%	60.5%	-7.4%
200820	MATH120	62.0%	51.4%	-10.7%	72.5%	67.6%	-5.0%
200710	MUS102	81.9%	47.1%	-34.9%	87.2%	64.7%	-22.5%
200720	MUS102	76.5%	36.8%	-39.6%	76.5%	52.6%	-23.8%
200810	MUS102	75.0%	75.0%	0.0%	90.2%	87.5%	-2.7%
200820	MUS102	83.7%	57.1%	-26.6%	90.7%	64.3%	-26.4%
200920	MUS102	70.7%	30.0%	-40.7%	87.8%	60.0%	-27.8%
201010	MUS102	86.5%	43.8%	-42.7%	95.8%	75.0%	-20.8%
201020	MUS102	85.6%	31.3%	-54.3%	93.7%	68.8%	-24.9%
201110	MUS102	89.5%	40.0%	-49.5%	98.5%	80.0%	-18.5%
200810	MUS179		100.0%			100.0%	
200910	MUS179		100.0%			100.0%	
200820	PD100	56.3%	57.9%	1.6%	73.6%	78.9%	5.4%
200910	PD100	67.2%	52.2%	-15.0%	81.7%	78.3%	-3.4%
200920	PD100	67.1%	61.9%	-5.2%	77.1%	85.7%	8.6%
201010	PD100	74.1%	43.3%	-30.8%	87.5%	80.0%	-7.5%
201020	PD100	62.9%	29.2%	-33.7%	80.5%	70.8%	-9.7%
200810	PE100	76.3%	68.2%	-8.1%	83.1%	72.7%	-10.4%
200820	PE100	79.4%	55.0%	-24.4%	88.9%	61.7%	-27.3%
200910	PE100	79.9%	51.1%	-28.8%	87.4%	69.6%	-17.8%
200820	PE100	82.0%	50.7%	-31.3%	91.2%	56.2%	-35.0%
201010	PE100	86.4%	58.1%	-28.3%	92.9%	68.6%	-24.3%
201020	PE100	86.1%	65.8%	-20.3%	93.2%	86.3%	-6.9%
201110	PE100	81.9%	56.2%	-25.7%	93.6%	76.7%	-16.9%
200910	PE102	88.9%	65.4%	-23.5%	88.9%	69.2%	-19.7%
200920	PE102	96.2%	65.7%	-30.5%	96.2%	74.3%	-21.9%
201010	PE102	89.7%	50.0%	-39.7%	89.7%	73.3%	-16.4%
201020	PE102	93.9%	87.0%	-6.9%	93.9%	95.7%	1.8%
201110	PE102	94.3%	82.1%	-12.2%	97.1%	82.1%	-15.0%
200920	PE210		33.3%			50.0%	
201020	PE210		51.7%			79.3%	
201110	PHIL100	33.9%	19.4%	-14.5%	71.4%	69.4%	-2.0%
201020	PHIL106	69.4%	50.0%	-19.4%	75.0%	59.1%	-15.9%
201110	PHIL106	80.0%	64.3%	-15.7%	90.0%	78.6%	-11.4%
200810	POLS102	59.6%	54.4%	-5.1%	86.7%	73.3%	-13.4%
200820	POLS102	61.8%	50.7%	-11.1%	81.4%	62.0%	-19.4%
200910	POLS102	63.7%	41.6%	-22.1%	86.0%	58.4%	-27.6%
200920	POLS102	60.9%	51.9%	-9.0%	85.2%	72.7%	-12.5%
201010	POLS102	64.0%	61.4%	-2.6%	88.7%	75.9%	-12.8%
201020	POLS102	55.1%	45.0%	-10.1%	80.1%	67.5%	-12.6%

201110	POLS102	61.8%	61.1%	-0.7%	87.0%	81.9%	-5.1%
200910	PSY104	88.9%	65.0%	-23.9%	88.9%	80.0%	-8.9%
200920	PSY104	70.0%	42.9%	-27.1%	100.0%	71.4%	-28.6%
201010	PSY104	100.0%	75.0%	-25.0%	100.0%	87.5%	-12.5%
200820	PSY106	70.6%	68.0%	-2.6%	94.1%	72.0%	-22.1%
201020	RELS100	45.8%	54.8%	9.0%	62.5%	58.1%	-4.4%
201110	RELS100	43.6%	38.7%	-4.9%	82.1%	77.4%	-4.7%
200920	SPAN100	58.2%	30.4%	-27.8%	84.8%	60.9%	-23.9%
201020	SPAN100	57.7%	57.1%	-0.6%	85.6%	71.4%	-14.2%
201110	SPAN100	61.7%	57.9%	-3.8%	82.5%	78.9%	-3.6%
200620	SPAN110	63.3%	13.0%	-50.3%	75.0%	21.7%	-53.3%
200820	SPAN110	85.2%	37.5%	-47.7%	90.2%	58.3%	-31.8%
200920	SPAN110	65.3%	14.3%	-51.0%	93.9%	19.0%	-74.9%
201010	SPAN110	51.4%	23.8%	-27.6%	77.1%	38.1%	-39.0%
201110	SPAN110	74.5%	57.1%	-17.4%	90.2%	78.6%	-11.6%
200720	SPAN200	68.8%	37.5%	-31.3%	81.3%	45.8%	-35.4%
200810	SPAN200	76.9%	50.0%	-26.9%	92.3%	70.0%	-22.3%
200820	SPAN200	69.2%	47.6%	-21.6%	73.1%	57.1%	-15.9%
200910	SPAN200	86.7%	33.3%	-53.4%	96.7%	55.6%	-41.1%
200920	SPAN200	61.9%	38.5%	-23.4%	71.4%	57.7%	-13.7%
201020	SPAN200	66.7%	44.4%	-22.3%	83.3%	63.0%	-20.3%
201110	SPAN200	75.8%	54.2%	-21.6%	97.0%	66.7%	-30.3%
200720	SPAN220	58.1%	56.5%	-1.6%	71.8%	65.2%	-6.6%
200810	SPAN220	62.9%	35.7%	-27.2%	81.6%	67.9%	-13.8%
200820	SPAN220	52.7%	39.3%	-13.4%	71.3%	42.9%	-28.4%
200910	SPAN220	64.9%	48.1%	-16.8%	81.6%	70.4%	-11.2%
200920	SPAN220	63.3%	66.7%	3.4%	77.0%	70.4%	-6.6%
201010	SPAN220	64.2%	62.2%	-2.0%	84.7%	91.9%	7.2%
201020	SPAN220	62.7%	53.6%	-9.1%	80.6%	75.0%	-5.6%
201110	SPAN220	64.6%	44.4%	-20.2%	90.2%	77.8%	-12.4%
200910	SPCH100	79.4%	38.9%	-40.5%	88.8%	66.7%	-22.1%
200920	SPCH100	72.9%	39.5%	-33.4%	84.1%	69.8%	-14.3%
201010	SPCH100	81.1%	55.0%	-26.1%	86.7%	66.7%	-20.0%
201020	SPCH100	80.5%	65.9%	-14.6%	89.6%	68.3%	-21.3%
201110	SPCH100	86.3%	46.7%	-39.6%	92.5%	66.7%	-25.8%

Appendix F: Fall 2012—Blackboard Training Schedule

Blackboard

Fall 2012
Blackboard Training Schedule

September 14, 20, 25
Room 801
12:00 – 1:00pm

October 5, 9, 16, 25
Room 801
12:00-1:00pm

November 2, 13, 27, 30
Room 801
12:00 – 1:00pm

Session 1: Getting Started

Navigation
Customizing your course
Posting course resources
Posting announcements

Session 2: Creating Content

Creating assignments
Creating tests
Taking attendance

Session 3: Managing your Course

GradeCenter
Forums
Importing publisher content
Tracking student progress

Session 4: Ending the Semester

Exporting Grades
Generating Attendance Reports
Course Copy

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26		28	29		

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Imperial Valley College – Blackboard Training Schedule – Fall 2012

Appendix G: Distance Education Course Development—Peer Review

Imperial Valley College—Project ACCESO

Distance Education Course Development—Peer Review

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

	(6) = 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: _____