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Distance Learning Mission

Introduction

Distance Learning at Calhoun Community College is a campus-wide resource for faculty members and departments interested in promoting teaching excellence, improving student learning outcomes, and encouraging ongoing professional development and scholarly engagement. Distance Learning promotes and supports the innovative use of technology in teaching, advising, and mentoring students while emphasizing academic excellence within a supportive environment.

The Distance Learning Policies & Procedures Handbook is intended to serve as a guide for faculty teaching:

A. Hybrid courses – courses in which a majority of instruction is delivered in a structured alternative delivery format including, but not limited to, the Internet and/or other off-campus formats. Calhoun identifies hybrid courses with an “H” in the course schedule.

B. Web courses – courses in which instruction is delivered entirely online through Blackboard, a learning management system that uses the Internet for delivery and interaction. Calhoun identifies Web courses with a “W” in the course schedule.

C. VTC (video teleconferencing) courses - synchronous courses using a real-time interactive video and audio connection to enable the students and instructor to see and speak with each other in real time.

D. Blended courses – courses that emphasize the use of technology in traditional learning environments to promote improved learning outcomes.

While this handbook is designed to assist faculty in developing and teaching distance learning and blended courses, it does not replace the Calhoun Community College Handbook. If you have any questions about the policies and procedures for distance learning, please feel free to contact the Distance Learning Coordinator for further clarification or information.

Mission

The Distance Learning mission of Calhoun Community College is to facilitate and promote the creation and delivery of quality distance learning courses to meet the continuous and changing educational needs of students served by Calhoun Community College.

Goal

Our goal in Distance Learning is to offer the technology, flexibility, and opportunity that allow all students to excel. If you are unable to find the answer to your distance learning question on our Distance Learning Website, please contact our Distance Learning Coordinator at 256-306-2977.
Overview and Welcome

Distance Learning focuses on utilizing technology and teaching methods to provide an effective teaching and learning experience to students outside the regular classroom and thereby increase flexibility and scheduling options. DL courses require that students have a computer and Internet access that meet at least minimum technical requirements as defined by the College on the Distance Learning site under Technical Requirements for Distance Learning at Calhoun. Additionally, DL courses require computer literacy and reading comprehension skills, as well as self-discipline and motivation. Students register for Distance Learning courses in the same way they register for traditional courses. Visit the Registration Steps Webpage for more information about the process.

Please take some time to familiarize yourself with this information. This is your guide for designing, delivering and facilitating distance learning classes and should be frequently referenced. Online instruction is hard work that requires a lot of time but it can be very rewarding for both the faculty members and students if done well. Hopefully this manual will be a great help with achieving that rewarding experience.

This is to be viewed as a dynamic document that will be updated as distance learning grows and technology changes. Please check the Distance Learning Website each semester to ensure that you have the latest version. Should you have any questions or concerns, contact the Distance Learning Coordinator.

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Federal Requirements

State Authorization

Some states require that out-of-state institutions be authorized within the state before delivering distance learning courses or programs. Calhoun's state authorization status is available online via the Distance Learning site’s State Authorization page.

Physical Presence

The most frequently used factor in determining whether or not state authorization is required is a physical presence. The definition of a physical presence varies by state but typically includes attributes such as the institution's possession of a local address, local clinical or practicum requirements, local advertising, and local employees.

Calhoun Community College has two campuses, both of which are in Alabama, and advertises exclusively in Alabama. The only clinical or practicum requirements are affiliated with traditional programs that are delivered only on-campus and therefore involve no activities outside of Alabama.

Calhoun does periodically hire part-time distance learning faculty who live outside of Alabama. Calhoun’s process for the hiring of part-time faculty is available online at:


Anyone with a Master's Degree and 18 graduate semester hours in an instructional discipline offered at Calhoun Community College may apply to teach in that discipline. Upon receipt of all application materials, the information is sent to the appropriate academic department for evaluation. When part-time positions become available, the appropriate dean or department chairperson selects the instructor. Upon selecting an instructor who lives outside of Alabama, the department chair contacts the distance learning coordinator who verifies whether hiring the individual will impact the College’s State Authorization status for the state in which the instructor lives. At this time, Calhoun employs distance learning faculty from these states:

- Florida

Distance Learning Complaint Process for Out of State Students

Calhoun Community College desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students residing outside the state of Alabama who desire to resolve a grievance regarding any Calhoun Web course(s) should follow the College's Student Grievance Procedure as outlined in the “Calhoun Community College Catalog and Student Handbook”. However, if an issue cannot be resolved internally, the student may file a
complaint with his or her state of residency. The Student Grievance Contact Information for Individual States provides phone numbers, emails and/or links to state education agencies.

Southern Regional Education Board’s Electronic Campus Regional Reciprocity Agreement (SECRRA)

Southern Regional Education Board (SREB) established the Electronic Campus (EC) in 1998 to provide colleges and universities in the 16 state region with an opportunity to participate in an ‘electronic marketplace’ of courses, programs and services.

A central and fundamental aspect of the original guiding principles of the EC, established and adopted by all SREB member states was establishing procedures, which would allow colleges and universities to operate freely without additional state approval/authorization in other member states. This process was adopted and included in the original EC guidelines for participation. The reciprocal process allowed institutions offering courses and programs that were reviewed and approved by the institution’s home state and listed in the EC to be exempted or otherwise recognized to deliver online offerings in other SREB states. There were restrictions, including the institution had to be a not-for-profit, regionally accredited and chartered in one of the SREB states.

In light of increasing federal and state interest about online programming, a new agreement was established to reinforce and confirm that past arrangement. It provides all member states with the opportunity to opt in to the SREB Electronic Campus Regional Reciprocity Agreement (SECRRA) by agreeing to the procedures outlined in this Memorandum of Agreement. Alabama opted in to SECRRA effective July 1, 2014.

The SECRRA arrangement is limited to institutions whose courses and programs listed in the Electronic Campus and only after the institution and home state SHEEO (or other approval agency) have reviewed and affirmed that the course and program information conforms to all requirements and standards for listing in the EC inventory.

SECRRA is a reciprocal agreement—states signing on to the Agreement consent to recognize courses and programs from other participating states that are listed in the EC. Institutions from SREB states that do not become signatories to SECRRA will not be accorded this benefit. Calhoun Community College is a participating member.

Requirements for Participating in the Electronic Campus

1. Designate an administrator, or administrators, responsible for the coordination of the activities in the Electronic Campus.
2. Periodically transmit to the appropriate state agency lists of courses and programs it wishes to list in the Electronic Campus.
3. Certify that all such courses and programs have been reviewed against SREB’s Principles of Good Practice and Common Standards.
4. Disclose all course and program information required by SREB and to keep such information updated on the Electronic Campus website via the EC database web-interface or file transfer process.

5. Only list courses and programs that have capacity to enroll students.

6. Periodically supply information about enrollment and other program information to their state coordinator.

7. Describe on the institutional and/or program website(s) the institution’s Electronic Campus offerings; this can be done by providing an appropriate transition page from the Electronic Campus to the institution.

8. Provide information to students with policies and procedures to address and resolve student complaints.

**SREB/SECRRA Participating States**

1. Alabama
2. Arkansas
3. Delaware
4. Florida
5. Georgia
6. Kentucky
7. Louisiana
8. Maryland
9. Mississippi
10. North Carolina
11. Oklahoma
12. South Carolina
13. Tennessee
14. Texas
15. Virginia
16. West Virginia
**Attendance**

According to [34 CFR section 668.22](https://www.law.cornell.edu/cfr/text/34/668.22), which addresses the treatment of Title IV funds, faculty members teaching an online course must record attendance within the first week of class by demonstrating that students have participated in a face-to-face class activity or were otherwise engaged in an academically-related online activity.

Options to Comply with Attendance Requirement

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Submitting an academic assignment
- Completing an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters

Activities that Can NOT be used for Attendance

- Logging into an online class without active participation
- Sending an email or posting and introduction to a discussion forum
- Participating in academic counseling or advisement

**After Week 1**

After the first week, the student’s “attendance record” should be based on the student’s meeting course requirements such as submitting assignments or communicating with the instructor as outlined in the course syllabus. It is expected that a student will receive a weekly attendance record based on requirements stated in the course syllabus.

Weekly attendance is encouraged and, just as in traditional courses, if a student does not meet attendance requirements as stated in the course syllabus, the student is encouraged to officially withdraw from the course. Failure to officially withdraw from the course could result in a grade of F and adversely impact financial aid.

Options to comply with weekly attendance requirements include:

- Assignments
- Quizzes
- Discussions
- Exams
Student Authentication

The Federal Government requires institutions that offer distance education courses or programs to have processes in place to authenticate that the student who registers in such a course or program is the same student who participates in and completes the course or program and who receives the academic credit. To address their concerns regarding student authentication, the federal government has provided guidelines within the Higher Education Opportunity Act of 2008 (HEOA).

Promote Academic Honesty/Integrity

Take appropriate measures at the course level but whatever those are, make sure that they are fostering a culture of academic integrity. Best practices for promoting academic integrity include:

- Provide an academic honesty policy within the online learning environment and discuss it early in the course then require the students to sign it and turn it in.
- Require student engagement with the academic integrity policy. For example:
  - Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
  - Develop and ask students to commit to a class honor code.
  - Require students to read and sign an agreement to adhere to the campus academic integrity policy.
  - Write a letter to students about integrity and post it in the course.
  - Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
  - Ask students to reflect on the academic integrity policy in the discussion board.
  - Include a lesson on avoiding plagiarism.
- Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
- Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.
- Include an ethical decision-making case study within the course.

Use Alternative Assessments

The use of a multi-faceted assessment strategy is a research-based best practice for promoting both academic integrity and student authentication. Frequent assessments including interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams serve to familiarize instructors with students’ comprehension and writing styles thus enabling them to better authenticate the work of their online students. Options for alternative assessments include:
- Ask students follow-up questions to assignments such as, “expand upon this statement you made,” “tell me why you chose this phrase, description or reference,” and “expand upon the ideas behind this reference.”
- Select one or two difficult concepts from a submitted assignment and ask the student to restate/rewrite the information.
- Require students to share key learning by doing a self-reflection on an assignment in the discussion board.

**Proctoring**

To receive credit for distance learning courses, students may be required to take proctored or non-proctored examinations. If requiring proctored exams in an online course, instructors need to include a statement in the syllabus and the course comments in Banner indicating that proctoring will be required.

Due to the varying needs within each discipline, each department is responsible for establishing their own specific proctoring policies.

*Non-Proctored Examinations*

Non-proctored or take-home exams are permitted at the discretion of the instructor. Non-proctored exams enable students to take the exam at a location and time of their convenience within the bounds of a specific date or other specified time frame. Students are expected to conduct themselves in accordance with the academic honesty policy described in the College’s Student Handbook.

Students should plan to take exams during the timeframe specified by the instructor. This timeframe must be specified in the course materials. The exam must be completed and submitted per instructor’s instructions.

*Proctored Examinations*

A proctored exam is a supervised exam. Proctoring is a highly effective method for promoting academic integrity, authenticating students, and is an acceptable testing requirement for both hybrid and Web courses. Recommended proctoring solutions include:

- Traditional proctoring at Calhoun’s Testing Center
- Proctoring at a location that is preapproved by the instructor
- Electronic surveillance through the use of recording technology such as the College’s lecture capture platform

In circumstances where a student is unable to come to campus to complete a proctored exam, it is the student’s responsibility to coordinate with the course instructor to get special permission to use video or a third-party as a proctor. Relatives or friends, no matter what their position, may not serve as a proctor. Persons currently enrolled in Calhoun courses may not proctor
other Calhoun students. An exam proctor form should be used when a third-party is monitoring an exam (Appendix H).
FERPA

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The four primary rights for students afforded under FERPA are:

- The right to review their own educational records
- The right to seek amendment of their own education records
- The right to limit disclosure of their own education records
- The right to file a complaint

Compliance with FERPA requires that student information be protected and not shared with a third party. There are additional common mistakes that instructors make though, which violate students’ information privacy.

Instructors should not share the following without explicit permission from the student:

- E-mail addresses
- Course work including postings to blogs, journals, and discussion forums (be very cautious when using social media!!)
- E-portfolios and resumes
- Individual or group capstone projects, reports, and written assignments
- Non-directory information (photographs, date and/or place of birth, major field of study, dates of attendance at the school, grade level, degrees or honors received, all or part of the student ID or other unique personal identifier)

Express written consent for information sharing is not required if:

- Students are given prior notice of course posting requirements then post their own work
- Students are not identified and there are no grades or evaluative comments
- Posted work is available only to members of the class

FERPA Guidelines

- Before using any information outside of Blackboard, get explicit permission from the student
- Avoid posting (or requiring) students’ directory information in a course
- You may not release non-directory or personally identifiable information about a student to a third party (parents included) without the student's written authorization or consent to release to a specific individual or organization
- Avoid emailing student specific information (grades, assignment critiques, or other non-directory information) to an email address not issued by the College
- Use the Blackboard Grade Center and Course Messages
Accessibility

Section 508 of Rehabilitation Act Amendments of 1998 states in part, “Electronic information and data must be equally accessible to individuals with and without disabilities.” DL instructors are responsible for ensuring that their courses are in compliance with this federal law.

508 Guidelines

- Use alt tags to add text descriptions to images
- Avoid using color alone to communicate information
- Label table rows and columns
- Avoid using content that flickers or flashes
- Provide links to required applets, plug-ins, etc.
- Post content in html or pdf format so that it can be viewed in any browser and doesn’t require opening a specific desktop application
- Include directions for electronic forms and worksheets
- Give students advance notice of timed tests so they can contact disability services if needed

Providing Extended Time for Exams in Blackboard

Instructors may receive notification from Student Services that a student requires extended time on in-class and Web-based tests. The Test Availability Exceptions option in Blackboard allows an instructor to provide extended time for an individual or group so only one test needs to be created.

Copyright

Copyright is of special concern in education because faculty members continually deal with the creation and communication of ideas and information embodied in copyrighted works. As both creators and users of copyrighted materials, it is vital that faculty, students, and staff understand copyright law and the rights and responsibilities afforded them under it. This is especially true as we expand our use of technologies and digital resources, which challenge the long-standing educational exemptions and interpretations.

The Fair Use Doctrine

Copyright law permits some “fair use” of copyrighted materials without written permission of the owner. To fall under "fair use,” a majority of the four factors of fair use should be met. If the analysis indicates that the use meets only one or two of the factors, then it is up to the user to get written permission of the owner.
**Guidelines for Determining Fair Use:**

1. “The purpose and character of the use” - The material can be used in conjunction with nonprofit education.
2. “The nature of the copyrighted work” - The material can generally be used if it is factual in nature (scholarly, technical, scientific, etc.) as opposed to creative expression (plays, poems, fictional works, photographs, paintings, etc.).
3. “The amount and substantiality of the portion used in relation to the copyrighted work as a whole” - Although there are no numerical or percentage limits, the larger the amount of a work one uses, the less likely it will be fair use.
4. The effect of the use upon the potential market for, or value of, the copyrighted work

**Fair Use Checklist from Columbia University**

**Digital Millennium Copyright Act (DMCA)**

The Digital Millennium Copyright Act (DMCA) is a copyright law that established civil and criminal penalties for circumventing access controls on digital media. Subsequently, it is the instructor’s responsibility to ensure that his or her online course content is in compliance with copyright requirements.

**Copyright Compliance Checklist**

Material may be posted to a password protected learning management system (LMS) such as Blackboard WITHOUT PERMISSION only if the following conditions are met:

- The instructor owns the copyright. NOTE: Authors of academic papers are often required to transfer copyright to publishers, and therefore retain no rights in the work. In this case, permission to post a digital copy must be obtained from the publisher
- The College has a license in place that permits posting to an LMS (examples include library databases and NBC Learn)
- A publisher has provided digital supplements (ePacks, course packs, course cartridges) with a textbook and the license explicitly permits posting to an LMS, or WRITTEN permission has been obtained from the publisher
- The material has been obtained under a Creative Commons license or from Open Access sources
- Creative Commons: http://creativecommons.org/
- Open Access Journals: http://www.doaj.org/
- The material is in the public domain. Material enters the Public Domain 50 years from the death of the author(s) (or translator)
- Federal documents and publications are NOT eligible to be copyrighted so they may be used without written permission

**Additional Copyright Guidelines**
• Access to audio/video recordings that are on the public Internet, such as those found on YouTube, should be provided using a link rather than by uploading a file directly to the LMS
• Access to online resources is provided via links rather than uploading the items directly into the LMS
• Published material that is not covered by a suitable license, not in the public domain, and not available through a Creative Commons or Open Source provider, should not be uploaded to the course
• Copies of published worksheets or other materials intended as “consumables” by students (i.e. study guides, workbooks, etc.), or any copyrighted book or video in its entirety, should not be included in the LMS without obtaining appropriate written permission
• After ensuring that copyrighted material can be legally used in a course, the instructor should include a citation of the original source and a copyright notice
Course Delivery Systems

Blackboard is the learning management system and Tegrity is the lecture capture system utilized by Calhoun Community College. The following policies and procedures pertain to the use and administration of these systems.

The Calhoun Community College Computer Usage Policy subsumes these policies.

The Information Technologies (IT) department maintains and supports the technology platforms that are used to deliver online course materials.

Learning Management System

The Blackboard is the learning management system used by Calhoun Community College. Blackboard is a Web-based platform that provides faculty and students with features including:

- Course content: This feature allows instructors to post articles, assignments, and resources
- Calendar: Instructors can use this function to post due dates for assignments and tests
- Folders: This feature allows instructors to organize content for easy student access
- Assessments: This function allows instructors to post quizzes and exams online for students to access anywhere there is an Internet connection
- Assignments: This function allows instructors to create and post assignment areas for student submissions and online grading by instructors
- Grade Center: Instructors may post grades on Blackboard for students to view

Login Credentials

Calhoun’s Blackboard system is for use by the students, staff, and faculty of Calhoun Community College.

The Blackboard system's user names and passwords are drawn directly from the College’s student information system (SIS), Banner. The standard format for login credentials is as follows:

Username: your MyCalhoun C# (example: c012345678)
Default Password: cal + last 5 digits of your MyCalhoun C# (example: cal44678)

All passwords are confidential information and should not be shared for any reason.

Pursuant to the Electronic and Communications Privacy Act of 1989, Title 18, United States Code, Sections 2510 and following, notice is hereby given that there are no facilities provided by
the College that guarantee the confidentiality of files. The computing system administrator, and his or her designates, may have the ability to view all messages and files of any user. However, it is not the routine policy of the administrator to view others’ files, and the intention is to keep files private, even though such privacy cannot be guaranteed.

**Upgrades**

Technology upgrades that require significant downtime are conducted between academic terms with a minimum of one week’s notice. Large upgrades include:

- Service pack installations (if applicable)
- Software version upgrades
- Hardware upgrades

**Browser Requirements**

To access the Blackboard system, users need a computer that meets at least the minimum technical requirements as defined on the DL Webpage, *Technical Requirements for Distance Learning at Calhoun*

**Course Creation and Enrollment Management**

Courses are automatically created based on information from Banner. Course creation and instructor enrollment for the each semester is coordinated by the Blackboard administrator in the IT department.

- **Course Creation**: Courses are automatically created based on information from Banner. Course creation and instructor enrollment for the new semester occurs within one week prior to registration opening for that semester.
- **Student Enrollment**: Student enrollment data for Blackboard courses is imported from Banner one week prior to the beginning of the term. Enrollment information is then updated every four hours through the drop/add period at which time enrollment updates are run on a limited basis.
- **Purged Students**: Students purged from courses for non-payment or failure to meet attendance requirements are set to ‘disabled’ in their Blackboard courses.
- **Dropped Students**: Students may drop a course until the end of the add-drop period for the semester. Students who drop a course are set to 'disabled' in their Blackboard courses.
- **Withdrawn Students**: Students may withdraw from a course from the first day after the add-drop period through the last day to withdraw as identified by the College. Students who withdraw from a course are set to ‘unavailable’ in their Blackboard courses.
- **‘Disabled’ Status**: Students set to ‘disabled’ in a course cannot access the course, disappear from the roster, and are viewable only by system administrators. Instructors who need to access activity reports for ‘disabled’ students may submit a request to the IT Help Desk. Note that none of the students’ coursework/data will be lost or removed if their course status is set to ‘disabled’.
• ‘Unavailable’ Status: Students set to ‘unavailable’ in a course cannot access the course but remain visible to the instructor on the course roster. Note that none of the students’ coursework/data will be lost or removed if their course status is set to ‘unavailable’.

**Course Management**

• Course Merge: For convenience, multiple sections of a single course may be merged into one course shell in Blackboard. The instructor of record for a course can submit the merge request to the IT Help Desk allowing 3 days for completion.

• Course Availability: All courses are automatically set to the "unavailable" status when they are created. Instructors must manually set their course status to be "available" when they are ready for students to access the course. Two weeks after a semester is complete, Blackboard courses for that term will automatically be made unavailable by the system administrator. Making courses unavailable keeps all course materials and data intact and available to instructors but removes direct access for students. Instructors have the ability to select the courses they wish to display on their course lists in Blackboard so they can have easy access to courses even if the course is unavailable.

• Course Archives: Courses will be maintained on the Blackboard server for a minimum of two (2) years after the end date of the term in which they were taught. Prior to each fall term, any course over two (2) years old will be archived and removed from the Blackboard system. The archived courses will remain in a secure storage location for a period of two (2) years after they are removed from Blackboard. If during this period a course needs to be restored, the instructor of the course will submit a request to the IT Help Desk and the course will be restored within five (5) business days. After a course has been archived for two (2) years the course will be permanently deleted from the archives and will no longer be available for restoration. Instructors are encouraged to create and keep a local archive of their own courses if they anticipate needing access to the course beyond two (2) years after the initial creation.

**Tracking and Usage**

The Blackboard system tracks all logins and access within the system.

Faculty members have access to the activity data for any course and any user enrolled in a course for which the faculty member has instructor permissions. Faculty members may not check activity data for users enrolled in courses for which they have no instructor permissions.

Information Technology and Distance Learning staff may check usage statistics for any course and user in the LMS. Data will only be shared with authorized personnel.
Lecture Capture

This policy has been created to facilitate effective and efficient use of video recordings, including but not limited to lecture capture, at Calhoun Community College. It establishes the policies and procedures for the use of such recordings in any course at the College.

Tegrity is the lecture capture system used by Calhoun Community College. Lecture capture and other recordings can be used to enhance learning opportunities, reinforce key principles, and promote academic continuity.

General Guidelines

1. It is recommended that course instructors place a standardized statement (Appendix J) in their Blackboard course if they are utilizing lecture capture technology.
2. By default, Tegrity recordings are only accessible to students enrolled in the corresponding class. Instructors may choose alternate options if they want to make these lecture capture recordings publicly available.
3. Course instructors are responsible for compliance with College policy:
   a. Individual faculty members are responsible for appropriate use of copyrighted material within video recordings
   b. Recorded content remains the intellectual property of the College. This policy does not transfer to the College any rights the instructor has over the recorded material beyond those stated in the Calhoun Community College Personnel Handbook

Video Retention Policy

- **Course Archives:** Courses will be maintained on the Blackboard server for a minimum of two (2) years after the end date of the term in which they were taught. Prior to each fall term, any course over two (2) years old will be archived and removed from the Blackboard system. The archived courses will remain in a secure storage location for a period of two (2) years after they are removed from Blackboard. If during this period a course needs to be restored, the instructor of the course will submit a request to the IT Help Desk and the course will be restored within five (5) business days. After a course has been archived for two (2) years the course will be permanently deleted from the archives and will no longer be available for restoration. Instructors are encouraged to create and keep a local archive of their own courses if they anticipate needing access to the course beyond two (2) years after the initial creation.

Quality Assurance in Courses

The technologies available to Calhoun faculty are aimed at improving teaching and learning. In order to assure that these technologies are being appropriately integrated into the curriculum to achieve the desired outcomes, the College has developed a quality assurance program for distance learning courses. All DL courses need to show evidence of sound and varied use of technology and are subjected to a formal evaluation.
Rubric for course review

In order to assure that all online courses meet specific quality standards, Calhoun Community College has adopted The 10 Essential Elements. All online courses must be reviewed based on this framework prior to being delivered initially. The initial review will be conducted by the Distance Learning Coordinator or a representative for the DL department and one other member of the Distance Learning Advisory Committee. Once approved for initial release, courses will be reevaluated on a bi-annual basis.

Checklist for faculty

Distance Learning faculty should use the Online Course Design and Quality Checklist as a guide for designing an online course.

Accessibility

The objective of the DL Accessibility Clause is to assure that the College’s Web-based course materials are available to all who attempt to access them, in full compliance with the legal and ethical responsibility to do so, and consistent with the protocols of Universal Design.

Faculty members posting any instructional materials online should plan to assure accessibility. Accessibility evaluated as part of the course review process.

Section 508 compliance

Section 508, an amendment to the Rehabilitation Act of 1973, requires that electronic information and technology resources are accessible to people with disabilities, including employees and members of the public. This means that CCC faculty and staff are required to ensure that all materials students need to access for a course be made accessible. This is true with all course materials whether used in a face-to-face class or placed in an online learning environment. These materials include, but are not limited to, MS Word documents, PowerPoint Presentations, PDF documents, etc.

There are a number of areas that are covered in Section 508; however, the areas that may be of biggest concern to DL faculty are address in the Online Course Accessibility Checklist, found in Appendix I.

Cross-platform

To make the most of their online learning experience, students are provided with several technical requirements. A list of these requirements is provided in Appendix H. In order to assure that students can access course material, faculty need to make sure that the resources they select, meet the technical requirements that are provided to the students.
Faculty Information

Policies & Procedures

Delivering a DL Course

The appropriateness and viability of distance learning courses and programs must be carefully considered in the planning process. Distance learning should be aligned with the College’s strategic goals and mission. In order to accomplish this, distance learning courses and programs must be vetted through an internal review process.

Approval

Faculty members must obtain approval before developing an online course. To get approval, the Intent to Develop a Distance Learning or Hybrid Course form should be completed and submitted to the Distance Learning Office (see Appendix C). Once approved for development, courses must meet specific quality standards as defined by The 10 Essential Elements rubric before being delivered.

Training

If a faculty member is new to teaching an online course, he or she must attend all mandatory technology utilization and technology integration training. Mandatory technology utilization training will address utilization of the College’s learning management system but it is strongly recommended that faculty members also plan to attend training sessions on the lecture capture system as well as that pertaining to the third party applications that integrate with these systems. Mandatory technology integration training will address the pedagogy of online teaching and accessibility.

Distance Learning Certification

The purpose of the Distance Learning Certification is to prepare faculty to effectively integrate instructional technologies into their teaching practices for both online and traditional courses. Given that research indicates today’s students are more responsive to courses that utilize integrated technologies, all instructors are encouraged to seek Distance Learning Certification. While certification is optional for faculty teaching in the traditional classroom, completion of level 1 certification is required for all faculty teaching a distance learning course and certifications for levels 2 and 3 are optional but strongly recommended.

Content for all topics is available in a self-paced online course and supplemental workshops with hands-on exercises and face-to-face discussions are also available. Level 1 workshops are presented prior to each semester, workshops for topics in level 2 are presented during the fall semesters, and workshops for topics in level 3 are presented during the spring semester.
Level 1: Distance Learning Basics - all faculty member teaching an online course must complete training in the following three areas:

- Technology
  - Learning management system
  - Lecture capture platform
- Online teaching and pedagogy
  - Getting Started
  - Engagement
  - Communication
  - Assessments
- Course accessibility
  - 508 compliance
  - Cross platform compatibility
  - DMCA

Level 2: Enhanced Teaching and Learning – The emphasis is on integrating technology and best practices into the curriculum.

- Technology
  - Multimedia integration
  - Learning objects – creation of new objects and evaluation of existing objects
- Best Practices
  - Addressing learning styles
  - Revisions and updates

Level 3: Advanced Multimedia and Instructional Design

- Technology
  - Multimedia production
  - Desktop and video conferencing
- Applied Instructional Design
  - The Dick and Carey model
  - Course evaluation

**Standards and Review**

Curriculum review and revision is an ongoing process at Calhoun. In an attempt to monitor the curricula, Division Deans work with faculty members and business and industry representatives to conduct program reviews and to evaluate curricular issues. In addition, the instructional curricula is reviewed on an annual basis by the College Curriculum Committee. Input from the workforce is provided by professional representatives serving on program advisory committees and to insure that curricula provides training that meets current workforce needs.

In order to assure that all online courses meet specific instructional design quality standards, Calhoun Community College has adopted The 10 Essential Elements. All online courses must be reviewed based on this framework prior to being delivered initially. The initial review will be conducted by the Distance Learning Coordinator or a representative for the DL department and one other member of the Distance Learning Advisory Committee. Once approved for initial release, courses will be reevaluated when there is a change of textbook or instructor.
Administrative Policies

Much of the information in the Distance Learning Policies and Procedures manual is intended to help guide faculty in the development and maintenance of new and existing distance learning courses and to provide an overview of the procedures for managing Distance Learning at Calhoun. This information does not supersede official College policy and procedure statements.

Faculty Evaluations

Faculty and Program Evaluations are conducted in accordance with the Calhoun Community College Personnel Handbook. Evaluation, both summative and formative, is an integral part of the instructional unit at Calhoun, affecting both personnel and students. Both full- and part-time faculty are evaluated on a regular basis by students and supervisors. Students’ evaluations of their courses and instructors are conducted through an online survey system that is managed by the Division of Mathematics and Natural Sciences.

Faculty Load

Distance Learning courses utilize teaching methods and technology aimed at delivering instruction to students who are not physically present in a traditional educational setting such as a classroom. Faculty may teach distance learning as part of their regular load or as overloads. The Distance Learning portion of a full-time instructor’s normal teaching load of 15-16 credit hours should be determined by the Division Dean, in consultation with, and the approval of the Vice President for Instruction and Student Success. This policy shall apply during Fall and Spring semesters. The policy shall also apply during Summer semesters except where it conflicts with any rotation or seniority policies that may be in effect. Regardless of the number of Distance Learning courses a faculty member teaches, it does not alter the requirement that a minimum of 35 hours a week must be spent at the College’s campus as part of the duties and responsibilities of the faculty member. Details regarding the development of distance education are outlined in the Distance Education Guidelines (see Appendix D).

Office Hours

Faculty are required to work a total of 35 hours a week. Faculty who teach online should allocate four to six of these hours to online office hours. Virtual office hours enable students to interact with professors through live streaming video. The recommended resource for holding virtual office hours is the “Collaboration” tool available in the Blackboard LMS.

Copyright Compliance

It is the policy of CCC to abide by all applicable laws governing computer software use, privacy, copyright, and recognition of intellectual property.

All materials associated with a course are the responsibility of the designated course instructor. Information Technology and Distance Learning staff take no ownership of any course material
loaded into the CCC Blackboard system. Faculty can get more information on copyright law for
distance learning from the government site, Copyright and Digital Distance Education.

Intellectual Property

The College shall own copyrighted or trademarked materials or patented inventions developed
totally or partially on college time with the use of college materials or facilities or with college
funding (State Board Policy 321.01). Under certain circumstances and pursuant to this policy,
royalties received by the College may be disbursed to the author according to Calhoun
Community College Policy Concerning Supplemental Compensation of Instructors for
Contributions to Copyrighted, Trademarked or Patented Works. A portion of the college’s
proceeds shall be allocated to Distance Learning.

DL Course Management

As distance education has flourished, faculty have begun to realize that one of the most
daunting parts of teaching online is managing the course. The challenge is particularly serious
because without efficient and effective management, keeping students motivated and actively
engaged in learning is virtually impossible.

Development

Development of new Distance Learning courses and the revision of existing courses is the
responsibility of the faculty member(s) assigned to the courses. To ensure coordination and
planning, the Distance Learning Coordinator and appropriate Division Dean must be notified at
least one semester in advance of the initial offering of the developed / revised course.
Notification shall consist of Intent to Develop form sent to the Division Dean and the Distance
Learning Coordinator from the faculty member. A copy of the memorandum will be retained in
the Distance Learning office to document development / revision projects. Prior to the initial
offering of the course, the faculty member(s) will present the course materials, syllabus, and
testing plans to a review committee consisting of the Distance Learning Coordinator, Division
Dean, and a faculty member experienced in distance Learning courses. The review committee
may require revisions of the proposed course to receive final approval for offering. The Distance
Learning Development/Production Completion Form will be signed by the review committee and
appropriate copies distributed by the distance Learning coordinator.

Effective Engagement and Communication

Designing for interaction and communication is a vital factor when developing a DL course. It is
important to consider the methods and frequency of communication as well as the message and
tone. Good communication is a key factor in student retention and success because students
who feel engaged in a course are more likely to complete the course and report a positive
distance education experience.
Interaction may occur via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.

**Technology**

The Interactivity Matrix in Appendix K was developed to assist faculty with identifying technologies and methodologies to meet their course interaction and communication goals. It identifies various options available to instructors based on the nature of an interaction (instructor to student, student to instructor, student to student) as well as the type of interaction (i.e. asynchronous versus synchronous).

**Techniques**

Faculty are responsible for instructing students and managing their online courses with appropriate and innovative teaching techniques to engage students in active learning in order to achieve desired learning outcomes.

**Moderating Discussions**

Asynchronous discussion forums are a mechanism for communication, collaboration and interaction in an online environment. They allow learners to have learning experiences beyond the course content by providing the learner interactions that are vital for building ‘virtual-relationships’ among the learners.

By moderating course discussion forums, a DL instructor can help ensure that a respectful social community is established and maintained for a DL course. For example, instructors can moderate a synchronous chat session by specifying a specific date and time that the session will be held. The instructors can moderate and facilitate the session, guide and direct the discussion, offer feedback, pose questions, etc. An instructor can make this part of the overall participation grade a student receives for the course.

The following list includes tips and techniques for moderating discussion forums within an online course environment so that it yields greater student participation and highly engaging interactions.

- Clarify the objectives and the time frames for contributing and responding to messages in the forum
- Create engaging activities that encourage and motivate students to use the discussion forum
- Distinguish between formal and informal discussions by using setting up a forum such as Coffee Shop where students can share personal information or matters outside the scope of the course
- Insist on the use of proper grammar and spelling when students participate in the discussion forum
- Divide large classes into smaller discussion groups
- Establish guidelines for communication that include respect and constructive feedback while making it clear that sarcasm and negativity will not be tolerated
- Indicate what your response time will be and stick with it so that students don’t feel like you are not involved
- Because moderating discussions can be quite an onerous task, teach students moderating skills and rotate the moderator schedule
- Instead of replying to each discussion posting, reply to a prominent posting from each student
- Students whose postings do not receive much response from other users may feel discouraged. Thus, the instructor needs to identify these and provide tips to increase discussion among a thread such as asking users to reply to other users’ responses to the original thread, to post specific content, to use quotes from previous postings in a response, and to use examples and references in postings

*Engaging Students with Interactivity and Variety*

Incorporate variety into online instruction to keep interest and motivation high. Use relevant visuals or sounds to illustrate points, and if possible, bring in external references that reinforce key concepts such as a website, podcast or YouTube presentation of an expert in a specific area, have the students do some research and find some reference information which illustrates a course concept. Have them post a link to that information in the course discussion area.

Provide information on an opposing viewpoint or perspective which might represent another way to think about a subject, pose questions which will students are required to look at issues from a multitude of perspectives, or provide feedback on student or group projects. These are just a few examples of ways instructors can engage students.

*Establish a Social Community with Student-Centered Activities*

In addition to designing the interactions with students, a DL instructor must create and foster an environment, atmosphere, or context in which those interactions can take place. This type of atmosphere is one which encourages social interaction among DL students, and provides a respectful online environment for students to feel comfortable interacting with one another and where they can feel part of a community.

For example, having the students answer a questionnaire about themselves and posting that within the learning management system can help students learn about each other and can help promote a sense of community. You may also ask students to post a brief bio about themselves on a class discussion board. Community is also fostered when students collaborate on group projects, participate in social networking, interview one another, or join an online group like Google Groups or Facebook. The instructor can incorporate this into the class by adding feedback to social communities within the DL course, posting topics for discussions and so on. Also, participation points can be given to students who post and respond to relevant course topics.
Meaningful Feedback

Providing feedback in an online environment can be challenging and time consuming but is absolutely necessary because while students in face-to-face classes have many opportunities for informal feedback, this is not the case within an online environment.

Recommended Feedback Guidelines

For feedback to be effective, it should be provided to students in a timely manner. Feedback at the beginning of the course is usually focused on simple items such as expectations and getting to know the online environment. More specific and meaningful feedback can be provided as students undertake the formative and summative assessment tasks during the course. Below is a list of tips for improving online feedback.

- Be descriptive with your feedback
- Be specific rather than general with your feedback and focus on the positives
- If negative feedback is required, don't provide it in an online environment that other students access (for example, email an individual student rather than use a discussion post)
- When giving constructive feedback that is negative, provide alternative strategies where possible
- Provide feedback as soon as possible so that the student remembers the instance referred to
- Be mindful of the impact of your feedback on the student
- Where possible, link the feedback to the course learning outcomes or objectives
- By providing regular informal feedback, your students should not be surprised by the results of formal assessment feedback
- Formative feedback is often more effective than summative feedback

Final Examinations

Specific times for final examinations in traditional courses are published in the schedule of classes. The College Personnel Handbook indicates that each faculty member must adhere to the published examination schedule and is not permitted to change the published class examination schedule without prior written approval from the Vice President for Instruction and Student Success. Because hybrid courses do have a face-to-face element, faculty teaching hybrid sections should adhere to the same final examination schedule provided for traditional courses. Because online courses do not have a face-to-face element, faculty teaching online sections do not have a specific time for their final exams but should give the exam during the final examination period published in the schedule of classes.

Academic Integrity and Assessment Verification

Faculty are responsible for defining the standards to measure student success in their courses in accordance with College and department policies. Delivery of these assessments, however,
must be aligned with the College’s policies for being HEOA compliant. The Higher Education Opportunities Act (HEOA), passed into law in 2008, included a requirement that schools take adequate measures to ensure that the student enrolled in an online class is the student doing the coursework.

Instructors of online courses from Calhoun may require that students complete proctored exams. Calhoun has approved four proctoring methods for students and instructors to choose from:

- technology-enabled remote proctoring
- approved third party proctor
- Calhoun testing center (located on the campuses in Decatur, AL and Huntsville, AL)

In order to provide instructors with the resources to make verification feasible in all courses as well as improve academic integrity, Calhoun has adopted three third-party applications.

**Tegrity Remote Proctor**

Calhoun has a site license for Tegrity, which has a student record option and can thus be used as a remote proctor resource. Tegrity’s Remote Proctoring feature ensures the integrity of exams taken off campus, without the need to send the student to an expensive, and often distant proctoring facility. Rather, using a webcam and microphone the student can take their exam at their home while Tegrity records video of the student taking the test, along with the associated screen activity. The recordings cannot be paused while the student takes the exam, and when completed, the recording is immediately uploaded for instructors to review at up to 8x speed. See Appendix E for the Tegrity Remote Proctor workflow.

**Securexam Remote Proctor**

Calhoun faculty have the option of utilizing the Securexam Remote Proctor System from Software Secure. Students can purchase the Securexam Remote Proctor System from the campus bookstore. The system authenticates the identity of the test taker through biometric tools and captures video and audio inputs to ensure exam-room conditions. See Appendix F for the Securexam Remote Proctor System information and workflow.

**Respondus Lockdown Browser**

Calhoun has a site license for the Respondus LockDown Browser. Use of the browser lock-down software prevents students from opening additional screens during a test. Instructors need to be aware that the lock-down will not prevent a student from accessing information on another computer running; however, research has shown that if the lock-down browser is used in conjunction with timing and delivery strategies, a student who is not familiar with the material will have tremendous difficult demonstrating the learning outcomes under these conditions.
Testing Services

Students who would like to come to campus to take an online test can make arrangements with the Testing Centers. The Decatur Campus Academic Testing Center is located in room 119 in the Business Center. Their operating hours are 8:00am to 6:30 pm Monday-Thursday and 8:00am to 11:00am on Friday. You may contact the Decatur Campus Academic Testing Center at 256-306-2522. The Huntsville Campus Academic Testing Center is located in rooms 205/206 at the Research Park Campus. Their operating hours are 10:00 am to 6:30 pm Monday – Thursday and they are closed on Friday. You may contact the Huntsville Campus Academic Testing Center at 256-890-4792.

Plagiarism-Detection Services

SafeAssign is a plagiarism prevention service built into Blackboard. This service helps faculty prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it also has features designed to aid in educating students about plagiarism and the importance of proper citation of any borrowed content.

Turnitin is an Internet-based plagiarism-detection service utilized by Calhoun Community College’s English department for English 101 and 102. Turnitin is available in English 101 and 102 because they use InSite and Turnitin is built in to InSite. Use of Turnitin allows faculty to create a dropbox where students then submit essays and Turnitin checks the documents for originality. The results can be used to detect plagiarism or, in formative exercises, help students learn how to avoid plagiarism and improve their writing.
Grievance Process

Students who are enrolled in any course at Calhoun Community College who might have a complaint about this course or an experience with CCC, can follow the College’s standard grievance procedure:

Calhoun Community College desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students residing outside of the State of Alabama while attending CCC who desire to resolve a grievance should follow the College’s Student Grievance Procedure as outlined in the “Calhoun Community College Catalog and Student Handbook”. However, if an issue cannot be resolved internally, you may file a complaint with your State. The Student Grievance Contact Information for Individual States (see Appendix A) provides phone numbers, emails and/or links to state education agencies.

Calhoun Community College is accredited by the Southern Association of Colleges and Schools.

Computer Competency Course

Incoming students at Calhoun Community College are expected to demonstrate a minimum level of computer competency. This is achieved by passing the Technology Competency Test. Students may use the tutorials on the Distance Learning Web site to strengthen their skills and knowledge before taking the Technology Competency Test.

Student FAQ’s

How do students register for Distance Learning classes?

Students register for Distance Learning classes, both hybrid (HC) and online (W), in the same way that they register for any other class. That is, students apply to the College, take any required placement tests, meet with an advisor as necessary, and register for classes using Web Advisor. For more information about the admission and registration process, visit this Admissions page.

Can I take both Distance Learning classes and regular traditional classes?

Yes! You can take any "mixture" of hybrid, online, and traditional courses as best suit your program and your schedule.
Are Distance Learning classes more difficult than traditional classes?

Distance Learning classes are the same as classes conducted in a traditional classroom in terms of objectives, readings, and assessments. The difference is only in the way the class is conducted. Distance Learning classes offer, of course, greater flexibility for those students who work, have families, and take other classes.

Can I still use Calhoun campus resources even if I take a hybrid or online class?

Most definitely! All resources available to Calhoun Community College students are available to Distance Learning students.

Am I eligible for financial aid if I take Distance Learning classes?

Yes. Financial aid grants, loans, scholarships, and Veterans benefits may be used for Distance Learning classes. Please contact Student Financial Services for more information.

Can I transfer Distance Learning classes to another institution?

Yes. Calhoun's Distance Learning courses are fully accredited, just as are its traditional courses, and so can be transferred to another institution. For more information about transferring from Calhoun to another Alabama institution, visit the STARS (Statewide Transfer Articulation and Reporting System) page. It is, of course, the student's responsibility to check with the institution to which he/she wants to transfer for full details.

What courses does Calhoun offer in Distance Learning format?

Currently Calhoun offers hybrid (HC) and online (W) courses in Business, Computer Systems, Technologies, Nursing, Health, Fine Arts, Language and Literature, Social Sciences, Math, and Natural Sciences. See Appendix B for a detailed list, or see the current Schedule of Classes.

What if I have trouble with the course?

If you have academic trouble with a course, please contact your instructor either through email or by telephone. If you have trouble navigating a course, first review the orientation your instructor provides on the course home page. If you experience technical trouble, please contact Calhoun's help desk (306-2700, Option 1, M-F 7:45 am-7:00 pm). Online support is available at blackboard@calhoun.edu.

Resources

Academic Advising

Advising services are available to non-traditional or distance learning students who by contacting the Advising Center directly at 256-306-2648.
**Disability Services**

Services provided include proctored tests, extended time tests, paper format test vs. online testing, enlargement of tests and/or notes, books on cds (when available). Accommodations for those students with disabilities that require individualized assistance can be arranged by contacting **Services for Special Student Populations** at (256) 306-2630 / 2635.

When a student contacts **Services for Special Student Populations**, he or she will be given a "Disability Services Packet.” The packet includes directions for obtaining documentation or having documentation delivered to the College. Once the information is received, a department representative will meet with the student to establish the individualized accommodations. If the student is unable to come to the Decatur campus for this meeting, the meeting can be conducted over the phone. Once the intake interview has been conducted, accommodations are submitted to instructors with a receipt indicating that the intervention has been conducted at the students' request.

*Additional information is available on the Disability Services Information, Policies, & Procedures for Students Webpage.*

**Library**

The library serves traditional students on campus as well as distance learning and dual enrollment students who access library resources from the Web off-campus.

**Distance Learning Students**

In order to support the library mission, we offer access to information and promote lifelong learning, the College has two libraries, Brewer Library on the Decatur campus and the Huntsville Campus Library at the Research Park campus. Both Libraries offer access to information through a single **Library Web site** that serves all - traditional, hybrid, and distance learning students.

**Dual Enrollment Students**

Dual Enrollment students are those who register at the high schools and have classes that meet in the high schools. If the student is a first time student, he/she will not have a Calhoun Student ID Number (the ID Number is the Username for library remote access) until the registration process is completed. Instructions for accessing library resources are available on the Dual Enrollment/SPACE Card or in training sessions conducted by Career Coaches.

**Bookstore**

The College Bookstore is operated by Follett. Purchases can be made at either the Decatur or the Huntsville campus or online at the **Calhoun Community College Bookstore** site.
Emerging Scholars Program

The mission of the Emerging Scholars Program is to increase the retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. In support of the college’s mission, ESP provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education. To accommodate distance learners, ESP offers study skills workshops via Blackboard and financial literacy cds for financial education.
# Appendices

## Appendix A

Calhoun Community College  
Student Grievance Contact Information for Individual States

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<thead>
<tr>
<th>ALABAMA</th>
<th>CONNECTICUT</th>
<th>IDAHO</th>
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| Alabama Commission on Higher Education  
Telephone: (334) 242-1998  
Fax: (334) 242-0268  
General Link: [http://www.ache.state.al.us/](http://www.ache.state.al.us/) | Connecticut Board of Regents for Higher Education  
Telephone: (860)947-1801  
Email: webmaster@ctdhe.org  
General Link: [http://www.ctregents.org/](http://www.ctregents.org/) | Idaho Board of Education  
Telephone: (208) 334-2270  
Fax: (208) 334-2632  
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<th>ALASKA</th>
<th>DELAWARE</th>
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| Alaska Commission on Postsecondary Education  
Telephone: (907) 465-2962  
Fax: (907) 465-5316  
General Link: [http://akadvantage.alaska.gov/](http://akadvantage.alaska.gov/) | Delaware Department of Education  
Telephone: (302) 735-4000  
Fax: (302) 739-4654  
General Link: [http://www.doe.k12.de.us/](http://www.doe.k12.de.us/) | Illinois Board of Higher Education  
Telephone: (217) 782-2551  
Fax: (217) 782-8548  
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<th>ARIZONA</th>
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| Arizona State Board for Private Postsecondary Education  
Telephone: (602) 542-5709  
Fax: (602) 542-1253  
[Student Grievance Procedure](Page 8) | Florida Department of Education  
Telephone: (850) 245-0505  
Fax: (850) 245-9667  
[Student Grievance Procedure](Page 8) | Indiana Commission on Proprietary Education  
Telephone: (317) 232-1320  
Fax: (317) 233-4219  
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<th>ARKANSAS</th>
<th>GEORGIA</th>
<th>IOWA</th>
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| Arkansas Department of Higher Education  
Telephone: (501) 371-2000  
Email: [ADHE_Info@adhe.edu](mailto:ADHE_Info@adhe.edu)  
[Student Grievance Procedure](Page 8) | Nonpublic Postsecondary Education Commission  
Telephone: 770-414-3300  
Fax: 770-414-3309  
[Student Grievance Procedure](Page 8) | Iowa College Student Aid Commission  
Telephone: (515) 725-3400  
Fax: (515) 725-3401  

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<th>COLORADO</th>
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<th>KANSAS</th>
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| Colorado Department of Higher Education  
Telephone: (303) 866-2723  
Fax: (303) 866-4266  
[Student Grievance Procedure](Page 8) | Department of Commerce and Consumer Affairs  
Telephone: (808) 933-0910  
Fax: (808) 933-8845  
[Student Grievance Procedure](Page 8) | Kansas Board of Regents  
Telephone: (785) 296-4917  
Fax: (785) 296-7052  
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<td>Kentucky</td>
<td>Kentucky Council on Postsecondary Education</td>
<td>(502) 573-1555</td>
<td>(502) 573-1535</td>
<td>Student Grievance Procedure</td>
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<tr>
<td>Michigan</td>
<td>Michigan Department of Energy, Labor &amp; Economic Growth</td>
<td>(517) 373-1820</td>
<td>(517) 373-2129</td>
<td>Student Grievance Procedure</td>
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<td>Nebraska</td>
<td>Nebraska Coordinating Commission for Postsecondary Education</td>
<td>(402) 471-2847</td>
<td>(402) 471-2886</td>
<td>Student Grievance Procedure</td>
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<td>Louisiana</td>
<td>Louisiana Board of Regents</td>
<td>(225) 342-4253</td>
<td>(225) 342-9318</td>
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<td>Minnesota</td>
<td>Minnesota Office of Higher Education</td>
<td>(651) 642-0567</td>
<td>(651) 642-0675</td>
<td>Student Grievance Procedure</td>
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<td>Nevada</td>
<td>Nevada Commission on Postsecondary Education</td>
<td>(702) 486-7330</td>
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<td>Maine</td>
<td>Maine Department of Education</td>
<td>(207) 624-6600</td>
<td>(207) 624-6700</td>
<td><a href="http://www.maine.gov/education/">http://www.maine.gov/education/</a></td>
</tr>
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<td>Mississippi</td>
<td>Mississippi Commission on College Accreditation</td>
<td>(601) 432-6198</td>
<td>(601) 432-6225</td>
<td><a href="http://www.ihl.state.ms.us/mcca/">http://www.ihl.state.ms.us/mcca/</a></td>
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<tr>
<td>New Hampshire</td>
<td>New Hampshire Postsecondary Education Commission</td>
<td>(603) 271-3494</td>
<td></td>
<td><a href="mailto:patricia.moquin@pec.state.nh.us">patricia.moquin@pec.state.nh.us</a></td>
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<td>Student Grievance Procedure</td>
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<td>Maryland</td>
<td>Maryland Higher Education Commission</td>
<td>(410) 260-4500</td>
<td>(800) 974-0203</td>
<td>Student Grievance Procedure</td>
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<td>Missouri</td>
<td>Missouri Department of Higher Education</td>
<td>(573) 751-2361</td>
<td>(573) 751-6635</td>
<td>Student Grievance Procedure</td>
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<td>New Jersey</td>
<td>New Jersey Commission on Higher Education</td>
<td>(609) 588-3226</td>
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<td><a href="mailto:nj_che@che.state.nj.us">nj_che@che.state.nj.us</a></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Massachusetts Board of Higher Education</td>
<td>(617) 994-6950</td>
<td>(617) 727-0955</td>
<td>Student Grievance Procedure</td>
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<tr>
<td>Montana</td>
<td>Montana University System, Montana Board of Regents</td>
<td>(406) 444-6570</td>
<td></td>
<td><a href="mailto:emorrison@montana.edu">emorrison@montana.edu</a></td>
</tr>
<tr>
<td>New Mexico</td>
<td>New Mexico Higher Education Department</td>
<td>(505) 476-8400</td>
<td>(505) 476-8453</td>
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<tr>
<td>State</td>
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</tr>
<tr>
<td>NEW YORK</td>
<td>Office of College and University Evaluation</td>
<td>(518) 474-2593</td>
<td>(518) 486-2779</td>
<td></td>
</tr>
<tr>
<td>OREGON</td>
<td>Department of Education - Private and Career Schools Office</td>
<td>(503) 947-5600</td>
<td>(503) 378-5156</td>
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<tr>
<td>SOUTH DAKOTA</td>
<td>South Dakota Board of Regents</td>
<td>(803) 737-2260</td>
<td>(803) 737-2297</td>
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<tr>
<td>NORTH CAROLINA</td>
<td>North Carolina Community College System, Office of Proprietary School Services</td>
<td>(919) 807-7146</td>
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<tr>
<td>PENNSYLVANIA</td>
<td>Pennsylvania Department of Education, Division of Program Services</td>
<td>(717) 783-6137</td>
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<tr>
<td>NORTH DAKOTA</td>
<td>North Dakota State Board for Career and Technical Education</td>
<td>(701) 328-3180</td>
<td>(701) 328-1255</td>
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<tr>
<td>TEXAS</td>
<td>Texas Higher Education Coordinating Board</td>
<td>(512) 427-6101</td>
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<tr>
<td>OHIO</td>
<td>Ohio State Board of Career Colleges and Schools</td>
<td>(614) 466-2752</td>
<td>(614) 466-2219</td>
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<tr>
<td>RHODE ISLAND</td>
<td>Rhode Island Board of Governors for Higher Education</td>
<td>(401) 456-6008</td>
<td><a href="mailto:dgrossman-garber@ribghe.org">dgrossman-garber@ribghe.org</a></td>
<td><a href="http://www.ribghe.org/default.htm">http://www.ribghe.org/default.htm</a></td>
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<tr>
<td>UTAH</td>
<td>Utah Division of Consumer Protection</td>
<td>(801) 530-6601</td>
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<tr>
<td>OKLAHOMA</td>
<td>Oklahoma State Regents for Higher Education</td>
<td>(405) 225-9100</td>
<td>communicationsdepartment@osrh e.edu</td>
<td><a href="http://www.okhighered.org/">http://www.okhighered.org/</a></td>
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<tr>
<td>SOUTH CAROLINA</td>
<td>South Carolina Commission on Higher Education</td>
<td>(803) 737-2260</td>
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<tr>
<td>VERMONT</td>
<td>Vermont State Board of Education</td>
<td>(802) 828-3135</td>
<td><a href="mailto:DOE-EdInfo@state.vt.us">DOE-EdInfo@state.vt.us</a></td>
<td><a href="http://education.vermont.gov/inde">http://education.vermont.gov/inde</a> x.htm</td>
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Calhoun Community College
VIRGINIA

Private & Out-of-State Postsecondary Education, State Council of Higher Education for Virginia
Telephone: (804) 371-2285
Fax: (804) 225-2604
Student Grievance Procedure (See Private & Out-of-State Institutions)

WASHINGTON

Washington Higher Education Coordinating Board
Telephone: (360) 753-7869
Email: DAinfo@hecb.wa.gov
General Link: http://www.hecb.wa.gov/

WASHINGTON, DC

Washington DC – Education Licensure Commission
Telephone: (202) 442-4343
Alternative Telephone: (202) 442-4465
Link: http://app.dcra.dc.gov/about/index_bpla_education.shtm

WEST VIRGINIA

West Virginia Higher Education Policy Commission
Telephone: (304) 558-4016
Email: canderson@hepc.wvnet.edu
Student Grievance Procedure

WISCONSIN

Wisconsin Educational Approval Board
Telephone: (608) 266-1996
Fax: (608) 264-8477
Student Grievance Procedure

WYOMING

Wyoming Department of Education
Telephone: (307) 777-5712
Email: samantha.mills@wyo.gov
General Link: http://edu.wyoming.gov/

Appendix B

Online (W) Courses at Calhoun
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Appendix C

Intent to Develop Distance Learning or Hybrid Course

Name_________________________________________ Position:       Full-time
Adjunct
Email ______________________________ Phone ____________________________
Division___________________________________Department___________________

Intent to develop:       Distance Learning Course       Hybrid Course
Course to be completed in time for ____________________________ semester
Course Prefix / Number_________________ Course Name_______________________
Will this course be a Master Shell for the department?       yes       no
Calhoun Online Faculty Training for Course Development completed and certificate
Issued:       yes_______________ (date)
no
Instructor requests additional training / help in the following areas:
____ Blackboard and Bb features
____ Tegrity
____ Creating course content
____ Providing secure assessments
____ Calhoun DE policies
____ Other (please specify)

Approved by Division Dean

__________________________________________
Date___________________
(Copy of approved request must be sent to the Distance Learning Coordinator.)
Appendix D

GENERAL DISTANCE LEARNING GUIDELINES

This document is for the purpose of providing “guidelines.” The Vice President of Instruction and Student Success may grant exceptions to any or all of these guidelines.

1. Distance Learning courses offered at Calhoun Community College may be produced in a variety of ways.

2. The Vice President, in consultation with the Distance Learning Coordinator and the appropriate Division Dean, has final authority in deciding the courses to be included in the Distance Learning Program.

3. First priority in teaching courses through Distance Learning will be given to the faculty member developing a particular distance learning course or who has previously taught the course. Permission of said course to be used by another faculty member would be granted only if written approval is obtained from the faculty member who developed the course. This policy will hold true for any academic term in which the course is offered.

4. Distance learning courses will be subject to the institutional summer rotation and selection policy. In the spirit of community and proprietary interest distance learning courses in the summer schedule, which contain unique intellectual property, should be chosen first. Should the course developer not select his or her course in the first round, the course may be removed from the schedule of courses.

   This policy will apply to appropriate Distance Learning courses as long as the designer is an employee at Calhoun Community College. Once the designer of the course is no longer associated with Calhoun Community College, use of the course in Distance Learning will be evaluated by the course developer and Division Dean.

5. The College shall own copyrighted or trademarked materials or patented inventions developed totally or partially on college time with the use of college materials or facilities or with college funding (State Board Policy 321.01). Under certain circumstances and pursuant to this policy, royalties received by the College may be disbursed to the author according to Calhoun Community College Policy Concerning Supplemental Compensation of Instructors for Contributions to Copyrighted, Trademarked or Patented Works. A portion of the college’s proceeds shall be allocated to Distance Learning.

6. Students taking Distance Learning courses will be surveyed periodically to assess their perceptions of the quality of the program.
7. Faculty that teach in Distance Learning and support personnel involved in distance learning will be surveyed periodically to assess their perceptions of distance learning.

8. Faculty teaching in Distance Learning and support staff will meet each term to discuss issues surrounding the effectiveness of Distance Learning.

9. Faculty designing courses to be included in Distance Learning may do so as part of their regular job responsibilities, on their personal time, or a combination of these. Interested parties should review applicable documents in the Personnel Handbook.

10. Distance Learning courses must maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the College.
Appendix E

Workflow for Tegrity Proctored Exams

When the student is ready to take a proctored exam, they click “Test” on the Tegrity interface. The student is then taken through a simple workflow to record their exam, as follows:

1. Agree to the testing policy
   - The institutional test policy, controlled by the Tegrity Administrator is presented to the student, and they are asked to accept it in order to proceed.
   - Optionally, the individual instructor for the course also has the option of adding a course-level testing policy for the student to review and accept.

2. Prove identity
   - The student is asked to hold up their student ID or other form of identification to their webcam in order to prove their identity. They then click a button to take a still image of their ID. If the image isn’t clear, they can retake the photo.

3. Take the exam
   - When the student is ready to begin the online exam, they click start and Tegrity records the screen activity, plus video of the student taking the exam. Remote Proctoring recordings do not allow the student to pause the recording.

4. Complete the exam
   - When the exam is completed, students click the stop button on the Tegrity toolbar icon, and the exam is uploaded to the appropriate course, automatically.

5. Instructor review
   - The instructor clicks on the “Tests” tab in Tegrity, then selects the recording to review it at up to 8x speed; although most instructors do not review every minute of each exam. Rather, they will check at random, or skim through them, as the fact that the recording was made is typically all that’s needed to prohibit cheating.
Appendix F
Securexam Remote Proctor System
Online Exam Requirements

Objective: These guidelines outline proctoring and examination security expectations for students when online examinations are given in a course.

Standards: Examinations are important mechanisms for evaluation of student learning and adhere to standards of academic integrity as articulated by Calhoun Community College, and as described in the Student Handbook. Cheating on examinations is contrary to both academic integrity standards and to ethical standards as articulated in the Student Code of Conduct.

Examinations are proctored using the Securexam Remote Proctor System. Students taking online examinations are required to use this system. Online examinations will not be available to students unless the Securexam system is used.

Process: The Remote Proctor system will be used with online examinations as instructed by course faculty members. Students are required to take online examinations using a Windows or MAC computer. Those who do not own a Windows-based system or MAC will be required to borrow one, or otherwise obtain access to one in order to complete examinations.

- Students are required to register their devices and establish identity following the procedures outlined in the Remote Proctor instructions.
- Students are responsible for self-testing the functionality of their units well in advance of the first Remote Proctor exam in their courses, so that any troubleshooting that is required can be accomplished. A practice exam for this purpose can be found on the Blackboard Course Management System for this course under EXAMS, labeled “Practice Exam for SRP”.


Test Environment Requirements: The online testing environment should mimic the ‘in class’ testing environment, and must conform to the following:

1. A quiet, secure, fully lighted room for the examination to include:
   - No other people in the room
   - No communicating with others by any means (with the exception of contact with the faculty member in an emergency)
   - No leaving the room during testing
   - Clean desk or table with nothing except computer and remote proctor system on the desktop or tabletop
   - Removal of all books, papers, notebooks or other materials, unless specifically permitted in written guidelines for a particular examination
   - No writing visible on desk or on walls
   - No music playing
   - No unnecessary motions, such as people walking around, television or ceiling fans running

2. Have the Remote Proctor device correctly situated:
   - Within an arm’s reach at all times during an exam
   - On the opposite side of the computer as the computer mouse (if using one)
   - Parallel to the computer (not behind the screen, etc.)
   - Nothing covering the base or prism

Securexam Remote Proctor contains a web-camera and microphone. These are attached to software filters that detect changes in motion and sound. During the exam, the Remote Proctor will record and transmit video with sound through the Internet for later review by faculty and school administrators. The video will be used for purposes of establishing if any cheating occurred during the test.

The video feed provides a 360 degree view of the exam environment. Accordingly, it is in the student’s interest to eliminate any unnecessary sound or movement during the test itself. Such activity may require the course faculty to review video clips of the student’s actions during the examination.
Generally, wherever the student chooses to take the exam, everything possible should be done to mimic a traditional proctored exam environment.

If Remote Proctor’s motion filters flag a student’s exam session for review, that student’s tape will be viewed by the course faculty and the Program director. If cheating is confirmed, the student will be referred to the Student Code of Conduct Policy on Academic Dishonesty in the Student Handbook.

In general, students are encouraged to treat their personal exam location as if it was on campus.

**Contact information for Product Tech Support:** Technical support is available by opening an online support ticket at [http://clientportal.softwaresecure.com/support/](http://clientportal.softwaresecure.com/support/) or by calling 1-866-811-0719 to speak with a support representative.
# Appendix G

## Online Course Design and Quality Checklist

### Course Overview and Introduction
- □ Navigational instructions make the organization of the course easy to understand
- □ A welcome message or "Getting Started" instructions introduces the student to the course and to the course layout
- □ Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly
- □ The self-introduction by the instructor is appropriate and available online
- □ Students are requested to introduce themselves to the class
  - Minimum technology requirements, minimum student skills, and, if applicable prerequisite knowledge in the discipline are clearly stated

### Learning Objectives
- □ The course learning objectives describe outcomes that are measurable
- □ The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives
- □ The learning objectives are stated clearly and written from the students' perspective
- □ Instructions to students on how to meet the learning objectives are adequate and clearly stated
- □ The learning objectives address content mastery, critical thinking skills, and core learning skills

### Assessment and Measurement
- □ The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources
- □ The course grading policy is stated clearly
- □ Specific and descriptive criteria are provided for the evaluation of students' work and participation
- □ The assessment instruments selected are sequences, varied, and appropriate to the content being assessed
- □ "Self-check" or practice types of assignments are provided for timely student feedback
## Resources and Materials

- The instructional materials support the stated learning objectives
- The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject
- The purpose of each course element is explained
- The instructional materials are logically sequenced and integrated
- All resources and materials used in the course are appropriately cited

## Learner Engagement

- The learning activities promote the achievement of stated learning objectives
- Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction
- Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)
- The requirements for course interaction are clearly articulated

## Course Technology

- The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course
- The tools and media enhance student interactivity and guide the student to be a more active learner
- Technologies required for this are either provided or easily downloadable
- The course components are compatible with existing standards of delivery modes
- Instructions on how to access resources at a distance are sufficient and easy to understand
- The course design takes full advantage of available tools and media

## Learner Support

- The course instructions articulate or link to a clear description of the technical support offered
- Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided
- Course instructions articulate or link to an explanation of how the institution’s student support services can assist the student in effectively using the resources provided
- Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.

## Accessibility

- The course acknowledges the importance of ADA requirements
- Course pages and course materials provide equivalent alternatives to auditory and visual content
- Course pages have links that are self-describing and meaningful
- The course demonstrates sensitivity to readability issues
Appendix H

Exam Proctor Form

Identification Information *(To be completed and modified as necessary by instructor)*
Course Name: Instructor Name:
Course Number: Instructor Email:

The midterm and final exams for this course must be taken under the supervision of a qualified, independent third-party witness or the instructor. This is done to insure academic integrity and for accreditation purposes. After completion of each exam, the proctor should send this completed form to the instructor, using the contact information provided.

Student Name: Student Number:
Date of Exam: Time of Exam (Central Time):

Instructions *(To be completed by instructor)*
The following items may be used during the midterm and final exams:
1.
2.

Access to the following is NOT allowed:
1.
2.

The following time limits have been set by the instructor and are managed through the learning management system used to deliver the exam:
1.
2.

Proctor Information *(To be completed by third-party proctor only)*
Name:
Job Title:
Relationship to student:

I attest that the above named student completed this exam in accordance with the specifications listed above. Furthermore, no assistance was provided the student by any other person during the exam.

Signed: _________________________________

Proctor Date: __________________________
## Appendix I

### Online Course Accessibility Checklist

The following checklist is a basic level list to ensure online course content is accessible. More advanced levels of accessibility can be achieved through consultation with Disability Services.

### Syllabus:

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<tbody>
<tr>
<td>Does your syllabus have a Disability Services statement?</td>
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<td>Does your syllabus list contact for technical assistance and when to use it?</td>
</tr>
<tr>
<td>Does your syllabus outline how to communicate with you and have multiple options?</td>
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<tr>
<td>Do you list a turnaround time for online communication (i.e. 24 hours response on emails)?</td>
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<tr>
<td>Does your syllabus have a clear outline for course content and expectations?</td>
</tr>
<tr>
<td>Does your syllabus state standards of appropriate communication online?</td>
</tr>
<tr>
<td>Do you provide examples of online terminology for students?</td>
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<tr>
<td>Do you provide examples for different standards of &quot;discussion posting&quot; for courses?</td>
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### Text Documents:

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<td>Are documents saved as Word (.doc), PDF (.pdf), or RTF (.rtf)?</td>
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<td>If you do not have accessible documents have you contacted CWU CDS for assistance?</td>
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### PowerPoint presentation slides:

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<td>Were the presentations created using standard templates (you did not insert &quot;text&quot; boxes)?</td>
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<td>Are you using high contrast for text and background?</td>
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<td>Does the presentation include text descriptions for all graphics and pictures?</td>
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### Images:

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### Video and Audio:

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<td>Are all audio (podcasting, mp3, cd’s etc.) media caption or have a transcript(s)?</td>
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<td>If you do not have accessible media have you contacted CWU CDS for assistance?</td>
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Appendix J

LECTURE CAPTURE DISCLOSURE

Calhoun Community College has the ability to capture lectures and make them available online or through other channels as appropriate. Course instructors assume all responsibility for keeping students informed about the availability of captured lectures. The course instructor may decide at any time to no longer make the electronically captured lectures available.

Please be aware of the following and note that students assume the risk of relying on web based lectures:

a. Students are expected to follow appropriate College policies and maintain the security of passwords used to access recorded lectures. Students are granted access to recorded lectures on an individual basis; sharing of passwords is expressly prohibited. Recorded materials available on the site may not be reproduced, duplicated, downloaded, or otherwise exploited without the express written consent of the instructor. Doing so would be a breach of copyright and a breach of the Student Ethics and Conduct code.

b. Similar to lecture notes, the availability of captured lectures will be at the discretion of the person presenting the lecture. Consequently, do not assume all lectures will be available for any given course, even if some lectures are available for that course.

c. This technology is not perfect and, in spite of the best efforts of the instructor and the support staff, technical difficulties may result in the lecture not being captured. As a result, do not assume the lectures will be captured even if you are informed that they will be captured.

d. The technology may not capture everything that happens in the classroom; for example, items written on the white board or class demonstrations may not be visible and student questions may not be audible.

The resources and facilities to make lecture capture possible are substantial so your feedback about the value of the system for your learning will be requested as part of the online course evaluations. Student feedback permits faculty and administration of the College to better assess the use of the system so we greatly appreciate your willingness to complete the evaluations and provide this information.
## Appendix K

Interactivity Matrix for DL Courses

<table>
<thead>
<tr>
<th>TYPE OF COMMUNICATION</th>
<th>FACULTY-TO-STUDENT</th>
<th>STUDENT-TO-FACULTY</th>
<th>STUDENT-TO-STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Way (Asynchronous)</strong></td>
<td>Blackboard, Tegrity videos, YouTube Content, Narrated PowerPoints, Announcements, Online Surveys, Email, Activities, Exercises, Web Links</td>
<td>Online Surveys, Discussion Boards, Email, Tegrity videos</td>
<td>Discussion Boards, Tegrity videos, YouTube Content, Email</td>
</tr>
<tr>
<td><strong>One Way (Synchronous)</strong></td>
<td>Moderated Live Chat in Bb, Bb Collaboration, Instant Messaging</td>
<td>Instant Messaging</td>
<td>Instant Messaging</td>
</tr>
<tr>
<td><strong>Two Way (Asynchronous)</strong></td>
<td>Email, Respondus Secure Exams</td>
<td>Voice Email, Voice Boards</td>
<td>Group Projects, Voice Discussion Boards</td>
</tr>
<tr>
<td><strong>Two Way (Synchronous)</strong></td>
<td>Video conference, Teleconferences, Bb Live Voice Chat, Bb Virtual Classroom</td>
<td>Teleconferences, Bb Live Voice Chat, Bb Virtual Classroom for Virtual Office Hours</td>
<td>Bb Live Voice Chat, Teleconferences</td>
</tr>
</tbody>
</table>