

CYPRESS COLLEGE DISTANCE EDUCATION

Faculty Handbook

2013 – 2014



About this Handbook

We hope that you find the Cypress College Distance Education Faculty Handbook to be a useful reference during the 2013 - 2014 academic year. The information provided here will be most helpful if you have completed the basic required training and are currently teaching a Cypress College Distance Education course. If you'd like information on becoming a Distance Education instructor or help developing curriculum contact the Distance Education coordinator.

Please don't hesitate to contact us for help anytime,

Your Cypress College Distance Education Staff

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About Cypress College Distance Education

Distance Education Office

The Distance Education Office is located in the Faculty and Staff Service Center, northwest corner of the Bookstore building. We welcome you to stop by or call us at 714 484 7052. Office hours are Monday through Thursday 10:30 a.m. to 3:30 p.m.

Distance Education Staff

Due to meetings, workshops, and other campus obligations we are not always in the office. For the fastest response time, the best way to reach us is by email.

- Steve Donley, Distance Education Dean
- Richard Hock, Distance Education Coordinator
- Melisa Barrios, Distance Education Administrative Assistant
- Jessica Puma, Instructional Designer

Distance Education Web Site

The Cypress College Distance Education web site is a useful resource for anyone interested in learning about Distance Education at Cypress College. It includes frequently asked questions, software and hardware requirements, tips for student success, and more. The *Distance Education Readiness Quiz* available on this site is a valuable tool to help students prepare for success; we encourage you to share it with your students before your class begins.

[Cypress College Distance Education web site](http://cypresscollege.edu/academics/DistanceEducation)

<http://cypresscollege.edu/academics/DistanceEducation>

Distance Education Plan

The Cypress College Distance Education Plan documents the current state of the program and defines the goals of the Distance Education Program at Cypress College. We urge all Distance Education faculty members to not only become familiar with the current plan, but also to actively participate in the implementation of the plan's goals, and every three years, to join the process of updating the plan.

The most current version of the Plan is available with other planning documents on the [Institutional Research planning](http://www.cypresscollege.edu/about/InstitutionalResearch/pdocuments.aspx) page located at

<http://www.cypresscollege.edu/about/InstitutionalResearch/pdocuments.aspx>



Photo Credit: M. Poser, Cypress College Public Information Officer

Distance Education Advisory Group

The Distance Education Advisory Group is chaired by the Coordinator and includes faculty members, deans, administrators, classified staff, and students interested in improving the effectiveness of distance education at Cypress College.

The group is responsible for making recommendations that define the Distance Education program. All campus community members are welcome, especially faculty members, whether they teach a Distance Education course or not.

Distance Education Advisory Group Meetings

We meet at 2:00 p. m. in Room 419 of the Cypress College Complex.

Fall 2013

Meetings in the Fall 2013 semester will be held on:

- September 18
- October 16
- November 20
- December 11

Spring 2014

Meetings in the Spring 2014 semester will be held on:

- February 19
- March 19
- April 9
- May 21

Support

Support for Faculty Members

Distance Education staff provide instructional design, technical support, and training for instructors using Distance Education supported CMS and software.

How We Can Help

- **Distance Education Dean:** Dr. Steve Donley oversees the Cypress College Distance Education Program. He is your dean in your capacity as a Distance Education instructor.
- **Distance Education Coordinator:** Richard Hock serves as the first contact when you need Blackboard technical or any type of program support.
- **Distance Education Administrative Assistant:** Melisa Barrios is the secondary contact for Blackboard technical support. Melisa is available to you by telephone and email during Distance Education office hours.
- **Instructional Designer:** Jessica Puma is available to help you with your Distance Education courses and instructional software. Jessica can help you with the overall course design and construction, as well as with questions on teaching with Blackboard or transforming your course for online delivery.

Distance Education Faculty Support Site

The Distance Education Coordinator maintains an extensive repository of reference materials and resources in a special Blackboard course site. As a Distance Education faculty member you're already enrolled in the Distance Education support course site in Blackboard named DISTANCE EDUCATION [CYPC_TEACH].

Support by Faculty Members

Technical Course Support Provided by You, the Instructor

Did you know that you are the first line of support for student questions? As a Distance Education instructor the college expects you to be the initial contact for student technical questions and to respond to student requests for help on a timely basis.

If you're unsure how to respond to a question, please contact Richard or Melisa for help. Remember that you can never provide too much information. Experienced Distance Education instructors have found that the more reminders you give in emails, announcements, etc., the fewer emails you will receive...and need to answer.

All About Blackboard

Blackboard Learn: the Official Course Management System

<http://blackboard.cypresscollege.edu/>

<https://cypressblackboard.nocccd.edu/>

Blackboard Learn is the Cypress College official course management system [CMS] for Distance Education courses. Using our official CMS provides many benefits including reliable uptime, an extensive list of robust features and tools, and a ready-to-use framework that supports accessibility, copyright, and FERPA guidelines. It's also fairly easy to learn and ensures a consistency that helps a student transition from one course to another.

Find Blackboard: Be sure NOT to add the "s" in the address, it's <http://blackboard.cypresscollege.edu>. DO add the "s" to the district address: <https://cypressblackboard.nocccd.edu>. Is the Cypress College server down? Go straight to <https://cypressblackboard.nocccd.edu>.



Blackboard Technical Support

System-wide CMS issues are communicated via email and posted to the Distance Education faculty support course site DISTANCE EDUCATION [CYPC_TEACH]. A link to Blackboard Instructor Manuals is also provided on every course site.

Blackboard Technical Support Procedure

1. **Contact the Coordinator First:** Please expect to receive a reply for technical assistance within 36 hours of a message being received with appropriate follow-up communication and on-campus or virtual meetings as needed. System-wide issues are communicated via Cypress College email and posted to the Distance Education course site on Blackboard.
2. **The Administrative Assistant is the Next Contact:** Melisa is available to you by telephone and email during Distance Education office hours.

Blackboard Automated Enrollment

Snapshot, the program that creates users and courses in Blackboard from Banner data runs three times a day [4:00 a. m., 1:00 p. m., and 6:00 p. m.]. Changes performed through MyGateway approximately one hour before the run times are updated in Blackboard. Knowing these standard run times will help you manage your course enrollment during the semester start add period.

Faculty Student Username

You have a student username so that you can see your course site as a student would. This is especially helpful in setting up the *Grade Center* and making sure the grades you enter there are appropriately displayed in the students' *My Grades* view.

Faculty Student Username: Your student username is your MyGateway ID (including the @ sign) and the letter "s". The Default password is "student", which you should change.

Blackboard Student Support

Technical support by Distance Education personnel is not available for courses taught using other course management systems.

The Distance Education Office provides the following support for our students:

- **Online Blackboard Training:** A Blackboard Student Orientation is available 24/7 from the Blackboard login page.
- **Individual Student Support:** Email and phone assistance is available through the Distance Education Office to students using Cypress College Blackboard Learn.
- **Built in CMS Support:** A link to the Blackboard User Manual is provided on every course site.
- **Web Based Support Information:** *How to Get Help* and *FAQ* information is available on the Cypress College Distance Education web site.

Blackboard Student Orientation

The Blackboard Student Orientation is available to students directly from the Blackboard login page using the username: @12345678 and the password: cypress.

You are responsible for preparing students to use your course CMS at a proficiency level sufficient to access course materials and complete course assignments and assessments. Although this CMS orientation is essential, please remember it is only one part of a comprehensive orientation to your course.

If you use Cypress College Blackboard Learn as your course management system, the Distance Education Program has created a Blackboard Student Orientation to make it easy for you to introduce your students to basic CMS functionality.

The Blackboard Student Orientation Quiz

The *Blackboard Student Orientation Quiz* is ready for you to import into your course site and is available for download from the Distance Education Blackboard course site [CYPC_TEACH, in the *Bb Student Orientation* content area]. Just save the file and import it as you would with any other quiz file.



Photo Credit: M. Poser, Cypress College Public Information Officer

How to Use the Orientation Blackboard Student Orientation

1. **Take the Orientation Yourself:** Familiarize yourself with the Blackboard Student Orientation materials by logging in and taking the orientation as your students will.
2. **Import and Customize the Quiz:** Import the Blackboard Student Orientation Quiz into your course site. Add questions to the quiz specific to your course to create a comprehensive course orientation quiz.
3. **Assign & Grade the Orientation:** Make the orientation and quiz a required graded activity.

Blackboard Mobile Access

The Blackboard Mobile app is available for iOS and Android devices and enabled on Cypress College Blackboard. However, while the app may work to access your DE course, Cypress College Distance Education cannot currently guarantee access. Instead, we encourage you and your students to use your mobile browser until such time as there are campus resources to support the use of mobile apps. Please be aware that using a mobile browser will not give you the same type and quality of access you will have using a Blackboard Supported Browser and Operating System on your desktop or laptop. For this reason taking DE course with a mobile device is currently not supported.

Counsel your students to use a computer or a laptop with a wired Internet connection to take quizzes and exams. Wireless devices do not always have the strong, continuous connection necessary for this task and have been known to disconnect during Blackboard test taking.

3 Things You Should Know About Using the Blackboard Mobile App

- **Cost:** The app is not free and you and your students are responsible for any cellular data charges you may incur. You may choose to purchase a Personal License for the Blackboard Mobile app for your personal convenience. The app can be used on a wifi or cellular network.
- **Course Access:** The app is designed more for student access to a defined set of Blackboard features rather than for instructor course management. For optimum use, you must specifically build your course to be compatible with Blackboard Mobile app requirements following [Blackboard's Best Practices for Mobile-Ready Courses](#) (PDF).
<http://www.blackboard.com/CMSPages/GetFile.aspx?guid=0b434794-81ec-4eae-9367-6498052a66e0>
- **Support:** Cypress College Distance Education does not currently offer support to Blackboard Mobile app users. You may access mobile help resources at the [Blackboard Mobile Resource Center](#).
<http://help.blackboardmobile.com>

Requirements

California State, Federal, NOCCCD, and Cypress College Requirements

For requirements that include a syllabus statement, please refer to the syllabus checklist for examples of suggested wording for your Distance Education syllabus.

508 Accessibility

Please keep 508 guidelines in mind when creating new course materials and updating your course site. California community colleges are required by state and federal law to ensure that distance education course management systems, course sites, and course materials are accessible to all users. Cypress College also has a moral commitment to provide access to all instructional and support materials to all users, including users with disabilities.

Distance Education Accessibility Guidelines

California Community Colleges Chancellor's Office

The [Distance Education Accessibility Guidelines For Students with Disabilities](#) is a resource created by the California Community Colleges Chancellor's Office to help ensure the accessibility of Distance Education offerings. This document provides the conceptual framework, legal requirements, and specific guidelines for electronic information that we must follow. It also includes solutions, best practices, and an excellent list of frequently asked questions.



We encourage you to review this document for yourself. Also, please note that while this document is targeted at Distance Education, the guidelines also apply to courses that are not designated as distance education [p.35].

What This Means for Your Course



Syllabus statement required.

"Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities." – Distance Education Accessibility Guidelines, p. 12

508 Accessibility Frequently Asked Questions

Do I really have to make my course accessible?

Yes. [p. 29]

If I have no disabled students in my course, do I still have to make it accessible?

Yes. [p. 30]

I send my students to many sites on the web. Am I responsible if those sites aren't accessible? What do I do if they are not accessible?

Required course materials must be provided in an accessible format. (p. 34]

The files I upload into my course are mainly Microsoft Word, PowerPoint files, and also Adobe PDF files. Are those accessible?

In general, the safe answer is no. [p. 34]

My course is not a DE course. Do I still have to make my web materials accessible?

Yes. [p. 35]

I am an adjunct instructor. Am I required to make my course accessible?

Yes. [p. 35]

Source

[Distance Education Accessibility Guidelines For Students with Disabilities](http://www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf) (PDF)

<http://www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf>

Copyright, Fair Use & the Teach Act

Cypress College faculty, staff, and students must abide by United States copyright law. Distance Education faculty members need to be aware of copyright, fair use, and the TEACH Act restrictions to protect against copyright infringement when creating materials for instructional purposes.



In 2002, Fair Use was further restricted by Section 110(2) of the copyright law known as the TEACH Act (Technology, Education and Copyright Harmonization Act) which defines and limits the use of copyrighted materials for distance education.

Copyright, Fair Use & Teach Act Definitions

- **Copyright:** Intellectual property protection that gives a copyright holder legal rights over the use, sale, reproduction, distribution, display, or creation of derivatives of a given original work
- **Fair Use:** Practice that allows limited use of copyrighted materials for reasons of criticism, instruction and scholarship

- **TEACH Act:** Section 110(2) of the copyright law known as the TEACH Act (Technology, Education and Copyright Harmonization Act) which defines and limits the use of copyrighted materials for distance education

What This Means for Your Course

 *Syllabus statement required.*

To be proactive about copyright you should:

- Create your own materials
- Assume a work is copyrighted even if it has no obvious copyright notice
- Use material in the public domain
- Link to web based resources
- Implement TEACH Act restrictions for relevant Distance Education course materials
- Post copyrighted materials for any Distance Education purpose in Blackboard or MyGateway, and not on the Cypress College website
- Include a copyright notice in your syllabus that informs a student how to comply with restrictions on the use of copyrighted materials

Resources

[Know Your Copy Rights—What You Can Do](http://www.knowyourcopyrights.org/bm~doc/kycrbrochurebw.pdf) [PDF]

<http://www.knowyourcopyrights.org/bm~doc/kycrbrochurebw.pdf>

[Copyright and Digital Distance Education](http://www.copyright.gov/disted/), U.S. Copyright Office

<http://www.copyright.gov/disted/>

Currency of Materials and Courses

You are responsible for the currency and overall quality of your Distance Education courses. As with traditional courses, it is expected that you will design, review, and revise course content and assessments to ensure that a courses remains accurate, up to date, and consistent with accepted discipline standards and distance education instructional strategies.

“The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses...” 55202 Course Quality Standards. [2008]. Title 5 Education Code

Faculty Home Page

As a Distance Education faculty member, you are required to create and maintain a Cypress College faculty home page to facilitate prospective student communication and enrollment. This requirement is not intended to replicate the College Catalog information, or serve as a means of delivering your course syllabus, which should be offered to students in Blackboard. It is meant as a resource for students to help them determine their academic plan and make contact with you.

You may complete the required training in-person or online by registering through the [Academic Computing Registration](http://www.cypresscollege.edu/reg/) page [http://www.cypresscollege.edu/reg/].

If you have already completed the training and would like a review of the DE page requirements please access the [DE faculty information page](http://webdav.cypresscollege.edu/~webeditorol/CC_WebEditor2/webEditorDE/webEditorDEReqs.htm) [http://webdav.cypresscollege.edu/~webeditorol/CC_WebEditor2/webEditorDE/webEditorDEReqs.htm].

Home Page Help

Once you have obtained an account and begun work on your home page you may want some ideas on how to best design your site to make it more effective. The Cypress College Instructional Designer, Jessica Puma, is available to help.

Course Orientation

As a Distance Education instructor you are responsible for creating and requiring a comprehensive course orientation to prepare students to access their course materials, complete course assignments and assessments, and be successful in the class. The Distance Education Program provides a Blackboard student orientation in support of this requirement. While the Cypress College Blackboard Student Orientation provides the basic information a student needs to successfully use Blackboard, it does not provide a full introduction to your course. You will need to develop additional orientation materials to supplement the Blackboard Student Orientation for any unique activities and specialized tools required in your course. And, if you use a non-supported course management system to deliver your course, such as a publisher's site, you must provide a CMS orientation for that program as well.

Regular Effective Instructor-Student Contact

Regular effective contact initiated by the instructor is essential for student success in a Distance Education course. Title 5 Education Code on instructor contact states, "Any portion of a course conducted through distance education includes regular effective contact between instructor and students..." [5 CCR § 55204], and the Association of Community and Junior Colleges specifically defines contact as,

“regular and substantive interaction between the students and the instructor” (ACCJC, p. 49).

Regular and Substantive Instructor Initiated Contact

One way distance education differs from correspondence learning is in the type of interaction that takes place in a course. In a correspondence course the primary student interaction is with the course material and the “Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.” [ACCJC, p.6] Correspondence courses are by definition, not distance education.

In a distance education environment substantive contact refers to communication and interaction with a person, and not to student interaction with course materials or multimedia content.

What This Means for Your Course



Syllabus statement required.

There are many ways to ensure regular and substantive contact with each of your Distance Education students. Instructor initiated contact in a Distance Education course can typically be categorized either as communication directed to the course as a whole or as interpersonal interaction between the instructor and one or more students. Here is a list of commonly used strategies that you can implement during the course of a semester.

Communication Directed to all Course Participants

- CMS announcements
- Email directed to all students in a course
- Blog or social media postings where all students in a course are the intended audience

Interpersonal Strategies (Asynchronous, Synchronous, and In-Person)

- Course orientation
- Office hours
- Email to individuals
- Comments and replies to individuals on blog or social media postings
- Discussion board moderation
- Feedback on course work
- Facilitation of student-student interaction
- Group or individual meetings
- Supplemental seminars
- Study sessions
- Field trips
- Review sessions

- Telephone contact
- Voice mail

Sources

- § 55204 Instructor Contact. [2008]. [Title 5 Education Code](#). Retrieved from <http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&tempinfo=FIN>D.
- California Community Colleges: Chancellor's Office. [2007]. Title 5 Guidelines Related to Curriculum and Instruction. <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>
- [Guide to Evaluating Distance Education and Correspondence Education](#), [2011]. Association of Community and Junior Colleges. http://www.accjc.org/wp-content/uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf

Last Date of Attendance

The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date the College uses to determine the necessity and/or the amount of financial aid that must be returned to the Department of Education due to student withdrawal. For Distance Education purposes *the last login into a course management system is not accepted as the last day of attendance*. Instead, the Department of Education refers to academic engagement as the activity-based standard for determining the last date of attendance; for example: physically attending in-person sessions of a hybrid course, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with the instructor in matters related to this course. (DOE, 2010, 66898).

What This Means for Your Course



Syllabus statement required.

In case of audit, it is required that faculty members routinely record student withdrawals with some form of documentation of the last date a student was academically engaged in the course. This documentation should be stored with grades and other official course records for the College required five-year length of time (Cypress College Catalog, Grade Change, p. 16; NOCCCD 2010).

Reference

[Program Integrity Issues](#), Department of Education, Office of Postsecondary Education, <http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf>

Student Authentication & Fraud Prevention

The North Orange County Community College District updated AP 4105 to include a federal student authentication requirement for Distance Education courses in 2011. In accordance with the Higher Education Opportunity Act of 2008, student authentication in Distance Education courses helps to assure academic integrity and also to prevent financial aid fraud targeted at online education.

“Consistent with federal regulations pertaining to federal financial aid eligibility, the District will authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit.” –NOCCCD AP 4105 Distance Education

Concerns regarding authentication impact student identification at various times during the semester, including “...verifying the identity of students throughout the cycle of an online course: registration, participation, assessment, academic credit.” [California Community Colleges Chancellor’s Office’s Distance Education Report, 2011] There are currently three accepted approaches to authentication:

1. Secure credentialing/login and password
2. Proctoring
3. Technology authentication systems

What This Means for Your Course

 *Syllabus statement required.*

Secure credentialing is the most commonly used means of student authentication. This authentication method is already in place, as students must login to Cypress College Blackboard Learn with a unique username and password. However, as a faculty member you can further assure authentication and accountability by designing and facilitating your course using the following accepted strategies.

Monitor Your Roster & Drop Inactive Students

The earlier a student is dropped, the less likely that student will be able to commit student aid fraud.

- **Drop no shows:** When a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.

- **Drop by the census date:** Drop students in accordance with AP 5075 who are not participating before census date. AP 5075 requires instructors to, “...clear their rolls of inactive students not later than the end of the last business day before the census day for the course section. Inactive students are those who were no shows or those who have discontinued participation in instructional activities.” [AP 5075, Section 2.2]
- **Drop by the drop deadline:** Drop students “...by the appropriate deadline date through the current registration system.” [AP 5075, Section 2.2.1]
- **Drop based on your attendance policy:** Use missed assignments and inactivity as part of your course attendance policy and enforce it as needed.

More Strategies to Consider

- **Go hybrid:** Consider a hybrid model for your course; a hybrid course is one in which *any* portion of a Distance Education course meets in-person
- **Meet your students:** Offer an in person orientation to initiate instructor-student interaction
- **Design unique assignments and assessments:** Design varied, personalized, and unique course activities and assessments
- **Add authentication to the syllabus:** Include the required academic honesty statement referencing student authentication in your syllabus
- **Assess work early and often:** Assign and assess required coursework during the first 2 weeks of the semester, or as soon as possible before the census date for short term and summer courses
- **Follow up with non-performers:** Follow up with non-performing and non-participating students
- **Proctor exams:** Require proctoring for high stakes examinations

About Student Authentication

- NOCCCD [AP 4105 Distance Education](http://www.nocccd.edu/Policies/documents/4105.AP.final.revised.C-Cabinet11-14-11.pdf) [PDF]
http://www.nocccd.edu/Policies/documents/4105.AP.final.revised.C-Cabinet11-14-11.pdf
- NOCCCD [AP 5075 Credit Course Adds and Drops](http://www.nocccd.edu/Policies/documents/5075.AP.final.revised.C-Cabinet09-13-10.pdf) [PDF]
http://www.nocccd.edu/Policies/documents/5075.AP.final.revised.C-Cabinet09-13-10.pdf
- [Distance Education Report 2011](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/DistanceEducation2011_final.pdf) [PDF], California Community Colleges Chancellor’s Office
http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/DistanceEducation2011_final.pdf
- [Best Practice Strategies To Promote Academic Integrity in Online Education](http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf) [PDF], WCET
http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf

- [Higher Education Reauthorization & College Opportunity Act \(2008\)](http://www2.ed.gov/policy/highered/leg/hea08/index.html)
<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

FERPA

The Family Education Rights and Privacy Act (FERPA) is a federal law enacted to protect the privacy of student educational records.

Follow these FERPA basics in your Distance Education course:

- **Email:** FERPA regulations prohibit including student ID information in the subject line. As a general rule, never enter personal information in the subject line of an email message. Any personal information should only be included within the body of an email message prefaced with the word “Confidential”.
- **Grades:** Grades may not be posted in public. Grades should also not be sent via email since email communications are not guaranteed to be confidential.
- **Discussion Boards:** “Courses supported by class Web sites and/or discussion groups must take extra precautions to not inadvertently release non-directory student information. Only directory information can be available to the general public and other class members, so it is recommended that such Web-based tools employ a security layer so that only class members and instructors can access appropriate information (AACRAO, FERPA Basics for Faculty/Instructional Staff).” Using Cypress College Blackboard allows you to stay compliant with this guideline
- **Student Anonymity:** “Students cannot choose to be anonymous in the classroom setting. If a student has chosen ‘no release’ for his or her directory information, that does not mean that an instructor cannot call on him or her by name in class or that the student’s email address cannot be displayed on an electronic classroom support tool such as a discussion board, blog, or chat feature (AACRAO, FERPA Basics for Faculty/Instructional Staff).”

Resources

[FERPA Basics for Faculty/Instructional Staff](#) (docx), American Association of Collegiate Registrars and Admissions Officers (AACRAO)

http://www.aacrao.org/Libraries/Compliance/FERPA_2010_Basics-Faculty.sflb.ashx

[NOCCCD Policies](#) BP 5040 Student Records, Directory Information, and Privacy
AP 5040 Student Records, Directory Information, and Privacy

<http://nocccd.edu/Policies/PoliciesAndProcedures.htm>

To Do: Semester Routine Procedures

Each semester you will benefit from following these routine course administration procedures. The checklists listed below are located at the end of this document.

Semester Start Checklist

This is a list of five tasks needed to get your students ready to succeed in your class.

Student Drop Checklist

The drop procedures in this checklist help you manage your course enrollment and support authentication and fraud prevention.

Retention and Success Strategies Checklist

The Retention and Success Strategies Checklist describes specific practical actions you can take before, during, and after the semester to improve student success and retention.

Course Syllabus Checklist

The Course Syllabus Checklist is a list of all required and recommended items from the Curriculum Committee Guidelines, the Distance Education Plan syllabus requirements, the Distance Education Course Quality Rubric, and Cypress College Distance Education Faculty Basics.

TEACH Act Checklist

The TEACH Act Checklist is a list of how copyrighted materials used in a Distance Education course may be used without permission from the copyright owner according to the TEACH Act.

End of Semester Checklist

There are 3 housekeeping steps you must take at the end of each semester: **backup** your gradebook, **export** your course site & backup the export file, and **import** your course into the new semester's course shell.

Preparing for Course Evaluation

Cypress College Distance Education Preparing for Course Evaluation
J:\Distance Education\DE Course Evaluation

Cypress College Distance Education *Preparing for Course Evaluation* was developed as a resource for faculty members and division deans. This document was created using information from the Distance Education Faculty Basics course and includes:

- Ten characteristics of effective Distance Education courses,
- Distance Education Course Evaluation logistics, and
- Checklists adapted from resources available in Distance Education Faculty Basics.

Please don't hesitate to contact Richard or Jessica if you would like help preparing your Distance Education course for evaluation.

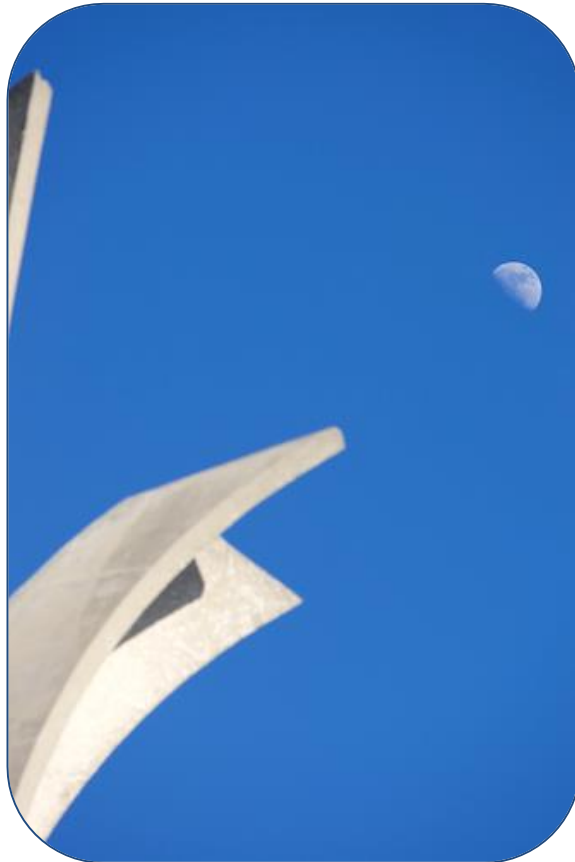


Photo Credit: *M. Poser, Cypress College Public Information Officer*

Distance Education Supportive Software

Distance Education Accessibility Suite

The Distance Education Program works with Academic Computing to provide access to the software you need to create accessible instructional materials for your students.

The following software is available through VDI, the Academic Computing virtual desktop:

- **Microsoft Office:** for the creation of accessible Word and PowerPoint files.
- **Adobe Acrobat:** for the production and testing of accessible PDF files.
- **LecShare Pro:** for the creation and repair of PowerPoint files and accessible narrated PowerPoint presentations.

If you do not have a DE VDI account, you may register for one through the [Academic Computing Registration](http://www.cypresscollege.edu/reg/) page [http://www.cypresscollege.edu/reg/].

WebDav Storage

The Cypress College WebDav is convenient digital storage offered to Distance Education instructors for their electronic course materials. Learn to use WebDav to upload files to the web and link them to your Blackboard course site by taking the Cypress College Distance Education WebDav Tutorial. You may take the tutorial online or in person. Register through the [Academic Computing Registration](http://www.cypresscollege.edu/reg/) page [http://www.cypresscollege.edu/reg/].

Turnitin.com



Turnitin Originality Checking & Plagiarism Prevention is a web-based program that lets you and your students check written work for improper citation or misappropriated content. To obtain a Cypress College Turnitin account please contact the Staff Development Office.

[Turnitin Instructor Training](https://turnitin.com/static/training/instructor.php)

<https://turnitin.com/static/training/instructor.php>

CCC Confer

The State Chancellor's Office provides CCC Confer, a conferencing, office hour, presentation site where you can communicate online with your students in real time. You can use it for conference calls as well as for office hours and presentations.

To take the one-hour live training register at the CCC Confer Training Center. You may review the recorded or self-paced training materials if your schedule conflicts with the training times, however the live training is excellent and highly recommended.

CCC Confer

<http://www.cccconfer.org/>

CCC Confer Live Interactive Training

<http://www.cccconfer.org/trainingCenter/trainingCenter.aspx>



@One

The @ONE Project sponsored by the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP) offers a wide variety of training and resources of use to distance educators.

@One Training

<http://www.onefortraining.org/>

Semester Start Checklist

This is a list of five tasks needed to get your students ready to succeed in your class.

☐ **Make your course available:** Make your course site available before you send your introduction letters to students. [Control Panel > Customization > Properties > Set the availability to Yes.]

☐ **Send a welcome email:** Send students a welcome letter no later than one-week prior to the official beginning of the class, as listed in the Cypress College Class Schedule. To see a sample welcome letter go the *Teaching Requirements* content area in the Blackboard Distance Education course site

☐ **Provide course login information:** Your letter should include how to login to the course site and the steps a student needs to take to get started.

☐ **Provide adds with the same welcome:** When you send students add codes, don't forget to attach a copy of your welcome letter.

☐ **Require a course orientation:** Assign an online or on-campus course orientation during the first week of class or before. The course orientation should include all technical and course requirements. The Distance Education Program's Blackboard Student Orientation is designed as a CMS orientation and is ready for you to use.

Student Drop Checklist

Attendance and absence policies specific to the course should be based on the guidelines found in the Cypress College Catalog and in the Distance Education Plan. The following drop procedures help support authentication and fraud prevention.

☐ **Drop no shows:** When a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.

☐ **Drop by the census date:** Drop students in accordance with AP 5075 who are not participating before census date. AP 5075 requires instructors to, "...clear their rolls of inactive students not later than the end of the last business day before the census day for the course section. Inactive students are those who were no shows or those who have discontinued participation in instructional activities." [AP 5075, Section 2.2]

☐ **Drop by the drop deadline:** Drop students "...by the appropriate deadline date through the current registration system." [AP 5075, Section 2.2.1]

☐ **Drop based on your attendance policy:** Use missed assignments and inactivity as part of your course attendance policy and enforce it as needed.

Backup the Course Grade Center with Every Attendance Drop:
Backup your Grade Center records when dropping a student based on lack of attendance. Once you drop a student for not attending your course you will not be able to access that student's grade records in Blackboard. Without a backup you will not be able to effectively respond to grade questions or re-enter grades for a student who has been dropped my mistake.

[Distance Education Policies](http://www.cypresscollege.edu/academics/DistanceEducation/Policies.asp)

<http://www.cypresscollege.edu/academics/DistanceEducation/Policies.asp>

Retention & Success Strategies Checklist

This checklist describes specific practical actions you can take before, during, and after the semester to improve student success and retention.

When Retention is Not Possible: Student drops occur for many reasons. When you must drop a student for lack of attendance, be sure to follow the drop procedures outlined in *Student Drop Checklist* found in this handbook.

Before the Semester Begins

☐ **Update Your Course Using Universal Design for Learning**

Review your course and apply universal design for learning (UDL) principles when updating assignments and assessments. Three primary UDL principles include: presenting information and course content in different ways, differentiating the ways students express what they know and are able to do as a result of learning in your course, and stimulating motivation for learning by providing multiple means of engagement and interaction.

[What is Universal Design for Learning](http://www.cast.org/research/udl/), Center for Applied Special Technology.
<http://www.cast.org/research/udl/>

☐ **Update Your Course Materials for 508 Accessibility**

Make your instructional materials accessible. Keep accessibility in mind as you revise your course information, assignments, and assessments, and create new instructional material.

☐ **Modify Assessments to Ensure Academic Integrity**

Modify assessments from previous semesters as a means to discourage cheating and to assure student authentication.

☐ **Update Your Course Materials to Include Integrity Practices**

Incorporate plagiarism detection software, like Turnitin, and other student integrity practices into the submittal process for high stakes assignments.

☐ **Update the Course Syllabus**

Update your syllabus following the Distance Education Program guidelines for course syllabi in addition to the regular campus syllabus requirements.

☐ **Update Your Faculty Home Page**

Update your Cypress College faculty home page. It should follow the Distance Education Program guidelines and be linked in the college website to the faculty directory and the department home page.

☐ **Check the Course Site**

Check all course site content, links, and data for functionality before students access the course site. Checking course links site wide can be done easily with one of the new Blackboard features! [Enter the Control Panel of your course site; go to Packages and Utilities, then Check Course Links.] You should also update the site content to take advantage of new CMS features, when applicable.

☐ **Check My Grades**

You will limit many student questions if you double check the Grade Center (what you see as an instructor) against My Grades (what you see as a student) before the class begins.

☐ **Send a Welcome Letter**

Send students a welcome letter no later than one-week prior to the official beginning of the class, as listed in the Cypress College Class Schedule. Your letter should include how to login to the course site and the steps they need to take to get started. *Once you send the letter be sure to make your course available.* When you send students add codes, don't forget to attach a copy of your welcome letter. There is a sample welcome letter on the Distance Education course site, in the *Teaching Requirements* content area.

☐ **Make Your Course Available**

The Snapshot program makes all course sites unavailable when they are created. To make your course site available before you send your introduction letters to students **enter the Control Panel and choose Properties from the Customization options. Then set the availability to Yes.** Your course should be available and your introduction letters should be sent out no later than one week before the course starts.

Beginning of the Semester

☐ **Require a Course Orientation**

During the first week of class or before, you must assign an online or on-campus course orientation for all students. The course orientation should include all technical and course requirements. The CMS portion of the orientation should be designed to allow students to be proficient enough to access course materials and complete course assignments and assessments. The Distance Education Program's Blackboard Student Orientation is designed as a CMS orientation and is ready for you to use.

☐ **Spell Out Course Requirements**

Clearly state and communicate course expectations, requirements, student outcomes, and deadlines to students in a variety of ways, including the course syllabus.

☐ **Link to Student Services**

Make your students aware of available student services and how to access them. This information should be part of your course syllabus and available through a permanent link to Cypress College student services in the main course menu of your course site.

☐ **Inform Students of All Technical Requirements**

Inform your students of any hardware, software, and browser course requirements and where they can find equipment on campus to meet the technical needs of the class.

☐ **Require Participation During the First Week & Interaction Throughout the Semester**

Effective and regular interaction defines distance education. Require participation during the first week to assure individual student attendance and to begin building a relationship with students that supports retention. Classes must either meet on campus or have some form of participation assessment or graded learning activity the first week the class begins.

Throughout the Semester

☐ **Guarantee Timely Responses to Student Communication**

Respond to each student request for contact within 24 to 36 hours, except during non-online working days designated by the instructor as “off days,” such as Saturday, Sunday, and holidays.

☐ **Provide Technical Assistance as Needed**

Provide technical and course assistance for students as needed. If you need help to do this, please contact Richard or Melisa.

☐ **Model Active Course Engagement**

It’s up to you to model active involvement in all course activities; including discussions, blogs, email exchanges, and assignments. Your active involvement will be contagious.

☐ **Set the Tone**

Model behavior and tone for interpersonal communication online. An online tone that is inviting, personal, friendly, and encouraging, yet uses humor carefully fosters trust and encourages retention.

☐ **Stick to the Schedule**

Conduct the course according to the designated schedule with any deviations communicated to students in advance.

☐ **Post Regular Announcements with Timely Information**

Post regular announcements in the course site to communicate time sensitive information. For example, remind students of upcoming deadlines, summarize last week’s activities, or relate information regarding interruptions of access to the CMS.

☐ **Give Good Feedback**

Give students regular and timely feedback on completed activities, assignments, and assessments.

☐ **Encourage Your Students**

Provide helpful encouragement, feedback, and support at critical times during the course. Support strategy examples include: commendation for good work, progress reports, individual conferences, exam review sessions, and academic and student service referrals.

☐ **Create a Sense of Community**

Building a strong community of learners into your course through required and optional student-student and group interaction positively impacts retention, student authentication and success.

☐ **Get to Know Your Students**

Get to know your students as individuals. This relationship helps promote student success, retention, student authentication, and academic integrity. For example, a student's individual writing style will become familiar to you through multiple exposures in written assignments, discussion board postings, and email communication.

☐ **Promote Academic Integrity**

Promote academic integrity and student authentication by making sure assessments are frequent, varied, and authentic to the application of learning in your discipline.

End of the Semester

☐ **Communicate Final Assessment Expectations**

Clearly communicate specific information concerning the nature and format of the final assessment(s) for the course.

☐ **Hold Final Exams**

Distance Education classes must have a final assessment at the end of the term.

☐ **Post Final Grades Promptly**

Be punctual about posting the final grades in the course.

☐ **Participate in Course Evaluations**

Encourage students to participate in all surveys for which their input is needed, such as tenure review and State Chancellor's Office Surveys.

Special thanks to Joan Van Duzer at Humboldt State University for permission to use and adapt the AOF instrument for use in the creation of this Student Success & Retention Checklist.

*Assessing Online Facilitation Instrument, A 2007 TIGERS Project Sponsored by CSU Center for Distributed Learning.
<http://www.humboldt.edu/aof/>*

Course Syllabus Checklist

This is a list of all required and some recommended items from the Curriculum Committee Guidelines (May, 2010), the Distance Education Plan syllabus requirements (DE Plan, 20011-2014), the Distance Education Course Quality Rubric, and Cypress College Distance Education Faculty Basics.

*Recommended by Curriculum, ** Recommended by DE, all others are required

Course Information

- ☐ **Course Title and Name of College**
- ☐ **Course Prefix and Number**
- ☐ **CRN Number(s)***
- ☐ **Semester and Year**
- ☐ **Scheduled Time and Location** of Class and/or Lab
- ☐ **Catalog Description**
- ☐ **Type of DE Course:** A student friendly explanation of the official course outline designation as an online or hybrid course, including a brief explanation of what it means for this specific course to be online or hybrid
- ☐ Student Friendly **Course Description****: A student friendly introduction
- ☐ **Course Objectives** preceded by: "Upon completion of the course you will be able to"
- ☐ **SLOs**

Instructor Information

- ☐ **Instructor Name**
- ☐ **Office Location**
- ☐ **Voice Mail**
- ☐ **Email Address:** Your Cypress College email address
- ☐ **Faculty Home Page:** Your Cypress College home page URL
- ☐ **Office Hours**

- ☐ **Contact Hours:** A statement defining student expectations for instructor responsiveness and availability specifying when the instructor will and will not be available online to students and expected response times; for example, “Monday through Friday, you can expect me to respond to email within 24 hours; anything posted to me after 4:00 p.m. on a Friday will receive a response on Monday.”
- ☐ **Instructor Role & Responsibilities** and/or philosophy statement**: A student friendly description of the instructor’s role and responsibilities and/or a teaching philosophy statement
- ☐ **Instructor Initiated Contact:** A distance education instructor initiated contact statement describing the frequency and timeliness of instructor initiated contact and instructor feedback. *The following example should be customized to match the official course outline, individual faculty preferences, and existing syllabus information regarding contact hours specifying expectations for responsiveness and availability.* “During the course of each week I will contact you regularly just to keep in touch, but also to verify your progress, participation, and performance. Our contact will be in the form of the following or other similar activities: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, email, feedback on your coursework, CCC Confer meetings, video conferences.”

Course Requirements

- ☐ **Schedule Class Meeting Times:** In-person and/or synchronous class meeting dates and times for hybrid courses, and if applicable, for online courses
- ☐ **Physical Class Location:** Building name and physical classroom number for hybrid courses and, if applicable, for online courses
- ☐ **Online Class Location:** Instructions for logging into Blackboard and entering the course site
- ☐ **Prerequisites, Co-requisites, Advisories**
- ☐ **Textbooks:** List of required texts with a statement that students may make purchases online and a link to the Cypress College Online Bookstore
- ☐ **Required Materials and Supplies**

Computer Requirements & On-Campus Labs

- ☐ **Computer Skills:** Computer skills necessary to be successful in the course; for example: comfort with web browsing, word processing, sending and receiving email, and saving coursework on a computer.

☐ **Computer Equipment and Requirements:** List of all hardware, software, and Blackboard requirements necessary to be successful in the course, preferably with a link to the Requirements page on the Distance Education web site; for example, “To access your Blackboard classroom you will need to know your username and password, have Internet access, and a valid email account. Please check the Requirements page on the Distance Education web site for a current list of supported browsers and operating systems. Requirements for the course publisher hosted homework system are provided below.”

☐ **Availability of On-campus Computers:** A statement that computers for distance education use are available in the Learning Resource Center (LRC), preferably with a link to the LRC page on the College website

Tips for Online Success

☐ **Student Role & Responsibilities**:** A description of student roles and responsibilities pertinent to the class

☐ **Success Skills:** List of the specific skills necessary to be successful in the course. Links to online resources with study skills tips for distance education students are also encouraged

Class Schedules for Topics, Assignments, and Due Dates

☐ **Course Topics***

☐ **Assignment Schedule and Due Dates**

☐ **Assignment Location & Submission in Blackboard:** Directions to assignment locations in the CMS course site including how assignments should be submitted electronically.

☐ **Announcement Expectations:** Frequency and procedures for course announcements and assignment schedule changes. A regular routine is recommended, such as posting a new announcement once a week on the same day and time each week; for example, “Weekly updates on the progress of the course, schedule changes, and other important information will be posted in the Blackboard Announcements section available directly from the main course menu. New announcements will be posted Mondays by 5:00 p.m. and as needed during the week. Reading these announcements will help you keep up with the course developments.”

☐ **Testing Dates**

Course Policies

☐ **Grading Policy**

☐ **Grade Location:** The grading policy should include how and when students can access their assignment grades and the final grade

☐ **Standards and Procedures for Coursework Evaluation*:** An explanation of the standards for course work evaluation with examples of student work and rubrics or other evaluation criteria

☐ **Attendance and Absence Policy:** A Distance Education attendance statement, in accordance with the College's attendance policy and Department of Education regulations, should appear in each course syllabus specifying how absences are managed. *The following example should be customized to match the course delivery method and the official course outline.* Refer to the Cypress College catalog for the current attendance policy.

☐ **Participation Policy:** A participation policy specific to the course delivery method, including course decorum, behavior, and netiquette. The participation policy should expand upon the attendance policy by more concretely defining what it means to engage in academically- related activities with specific examples.

☐ **Academic Honesty Policy (with Authentication):** A course policy directing students to the official Cypress College policy and including a student authentication statement; for example: "In its commitment to academic honesty, Cypress College and this course uses Turnitin.com software to prevent and detect plagiarism. Instructions for using Turnitin.com are included with the assignments requiring its use. By enrolling in a Distance Education course you agree that you are the one accessing and completing the work for this course, and will not share your Blackboard course username or password with others. The full text of the College policy is available in the Catalog on the campus website."

☐ **Student Grievances:** Information on the grievance process directing students to the Student Grievances section of the Cypress College Catalog; for example, "I am available discuss and resolve any course related matter with you. However, with as many interpersonal transactions as occur on a college campus, disagreements with instructors may occur. Should that be the case, please consult the student grievances procedures found in the Cypress College Catalog located on the campus website."

☐ **Copyright Notice:** A distance education copyright notice informing students how to comply with distance education fair use restrictions on the use of copyrighted materials which states, "Any copyrighted materials used in this class

* Recommended by Curriculum

** Recommended by DE, all others are required

are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials.”

☐ **Disabled Students Program and Services (DSPS) Notice:** A Distance Education statement which informs students with disabilities of available DSPS and instructor support; for example: “Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and to plan how best to coordinate any necessary accommodations. Students should also request that a DSPS counselor contact the instructor with verification of their eligibility for reasonable accommodations.”

☐ **Food/Beverage Policy & Tobacco Use Policy***

☐ **Electronic Devices Policy***

☐ **Sexual Harassment/Discrimination Policy** with reference to the catalog

Student Services

☐ **Student Support Services:** A statement that student services are available to DE students and listed in the schedule of classes with a link to the *A to Z Student Services* page on website.

☐ **Counseling**, including the Online Counseling page

☐ **Disabled Students Program and Services (DSPS)**

☐ **Health Center**

☐ *Recommended:* **Campus Safety Phone Number***, **Emergency Procedures***, **Student Rights and Responsibilities***

TEACH Act Checklist

Copyrighted materials used in a Distance Education course without permission from the copyright owner are:

☐ In conformance to the district policy on the use of copyrighted materials which states that NOCCCD employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the Fair Use doctrine

☐ For use by students enrolled in my course and only for the duration of the course

- ☐ Directly related to the course content
- ☐ Offered in my course under my direction or supervision
- ☐ Presented in a way to limit a student's ability to retain or disseminate
- ☐ Restricted to enrolled student access on a password protected secure server (Blackboard, MyGateway)
- ☐ Reasonably protected from download by residing on a password protected secure server (Blackboard, MyGateway)
- ☐ Not marketed for sale to online classrooms either for instructor or student use
- ☐ Lawfully made or acquired and do not cause me to have suspicions that they were not lawfully made or acquired
- ☐ Performances of entire non-dramatic literary or musical work; and performances of any other work, including dramatic works and audiovisual works, but only in reasonable and limited portions in the amount comparable to that which is typical for an in person course
- ☐ Converted from analog into digital format following TEACH Act restrictions and only if no digital version of the work is available
- ☐ The only copies I have and are used to post in the course
- ☐ Referenced in my Distance Education course syllabus, which includes a copyright notice that informs a student how to comply with restrictions on the use of copyrighted materials.

Resources

- [Copyright Basics: The Teach Act](#), Copyright Clearance Center
- [Distance Education and the TEACH Act](#), American Library Association

End of Semester Checklist

When the semester ends Cypress College student accounts are removed from Blackboard courses and old course sites are deleted from the system. For this reason, there are 3 housekeeping steps you must take at the end of each semester: **backup** your gradebook, **export** your course site & backup the export file, and **import** your course into the new semester's course shell.

Save these backup files on your computer hard drive in the same safe place you store your original files for each course. You should also consider backing up all course files on the Cypress College network [H: drive] if you do not already do so.

Step 1: Backup Your Gradebook

Control Panel > Grade Center > Work Offline > Download

You must download the gradebook separately from exporting a course because Blackboard course export files do not include student data such as grades.

[Working Offline with the Grade Center](#), Blackboard video tutorial

http://ondemand.blackboard.com/r91/movies/bb91_grade_center_working_offline.htm

Step 2: Export Your Course Site & Backup the Export File

Control Panel > Packages and Utilities > Export/Archive Course > Export

When you export a course you can create copy of all or parts of the class *except student data such as grades*. Exporting creates a compressed [zipped] version of the course called a package in Blackboard. Zipped files can be downloaded and saved to a local or a virtual drive. Exporting is the only procedure we should use for transferring course sites from term to term. **Don't open the zip file created in this process or you may corrupt the file.**

Step 3: Import Your Course Into the New Semester's Course Shell

Control Panel > Packages and Utilities > Import Package/View Logs > Import Package

An Import Package is a .zip file of course content exported from a Blackboard course site. When you import a package into an existing course you can copy all or part of a course, however, this process does not include user information or records. The import package utility can be used to copy course material from one course to another or to copy an entire course into an empty course shell from term to term.

[Blackboard Tutorial Importing a Course Package](#)

http://ondemand.blackboard.com/r91/movies/bb91_utilities_importing_a_course_package.htm